

Enhancing 10TH graders reading comprehension through the use of Genre-Based Approach

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Abstract

This study aimed to investigate the potential effect of Reading to Learn Instructional Approach in order to enhance learners reading comprehension process. This qualitative case study was carried out with the participation of two case students within a group of 36 learners from tenth grade at La Salle school. Data collection procedures used were observations, interviews, video recordings and reflection log. Data was analyzed based on the implementation of the Reading to Learn Cycle described by Martin (2009), Martin and Rose (2006). Findings revealed that the Reading to Learn Instructional Approach helped learners to enhance their reading development, R2L Cycle helped to improve learners' overall reading performance and it also helped to enhance case students reading development. This study also revealed the importance of the use of metalanguage and as a tool to help learners understand the functions of the language, and being aware of their learning and to make language features explicit. Then, teacher's scaffolding in reading is perceived as a mediation strategy to support learners in deconstructing a text. The effect of R2L cycle on learners was another major finding in this study, learners perceived the implementation of R2L cycle as a set dynamic and funny activities which are recognized as tools and strategies provided to improve their reading comprehension.

Key words: Teacher 'support, reading comprehension, Reading to Learn Instructional Approach, learners' perception.

1. Introduction

There have been many attempts to improve learners' English level in Colombia, where the Ministry of Education has created many programs to accomplish such objective: The National Bilingualism Program 2004- 2019 was created to enhance English level of proficiency to make learners more competitive within a social context. Besides, the Colombia Very Well or National English Program 2015- 2025 was created to help learners develop their competences in English focusing in what to know and how to use that knowledge in real life situations. Then, the Programa Nacional de Bilinguismo 2014- 2018 promoted the accompaniment of native speakers to help teachers in their teaching practices and also to help learners improve their scores and get a higher level in standardized test.

Despite the fact that the Ministry of Education has created numerous strategies to improve students and teachers English level of proficiency there are still problems in ESL teaching and learning process. For instance, reading competences need to be improved to fulfill the requirements of the Ministry of Education and the government which is asking institutions and representatives to improve learners' level of English as a way to show their advances and progress in education.

In an ideal classroom setting, students are able to read a text and comprehend it by analyzing all the features and elements presented in the text, and teachers support learners by giving them all the elements they need to go through the reading and comprehend it.

Schools and institutions urge teachers to prepare their learners for a Saber 11th test. Thus, teaching processes, methods, and techniques are thought to fulfill those requirements. The Saber 11th test is considered as a very important referent for evaluating teaching and learning processes

in Colombian's schools and it serves the purpose to help both learners and teachers identify their weaknesses and strengths and analyze the results regarding those aspects mentioned above.

At La Salle school, teachers and representatives are worried about the results obtained by eleventh graders in the Saber test in areas evaluated (Razonamiento Cuantitativo, Lectura Critica, Competencia Ciudadana e Inglés). An analysis is been made among the academic areas and improvement plans has been designed and applied, in which some strategies were implemented in class to help learners improve their scores in the Saber 11 test. For instance, teachers and students have been trained to know the test and how to answer it, also, students take the pre saber course at school as a strategy proposed to help them enhance their results, however it has not showed major improvements. Unfortunately, results obtained in the Saber 11 test by eleventh graders from La Salle School of Monteria, primarily show low scores in reading comprehension but obtaining higher scores in questions related to vocabulary, grammar and language use.

From the analysis made of the results obtained by learners in Saber test in the last six years, it was observed that 75% of students did well in the test in general terms, but it was perceived that a high number of students (52) corresponding to 33% had difficulties in answering questions regarding reading and the pragmatic competence. The following table shows the overall results obtained during the last six years in English.

Table 1. *Results from Saber test (2010-2015)*

Year	English
2010	73,73
2011	53,88
2012	62,72
2013	61,82
2014	71,04
2015	72,63

According to the results obtained in the Saber test in 2014, and comparing them with the results obtained four years before (2010) there was an increase from 53,58 to 71,04, around 6 points more compared to the previous 5 years. The results obtained in 2010 were 4% higher than the results obtained in 2015, which means that the increase from 2011 to 2015 has not been enough and there is a lot to do. Although, some advances have been shown from 2010 to 2015, there is still the need to increase those results and create strategies to cope with this problem.

The purpose of this study was both to investigate the effectiveness of the implementation of the genre-based approach to enhance reading comprehension, and to identify students' perceptions about this approach. It also aimed to engage students in analyzing texts based on a functional perspective of language in order to improve their reading comprehension process. The importance of this study lays on the meaningfulness of using the teaching /learning cycle proposed by Martin (2009) to foster learners' reading comprehension and to prepare learners to deal with Saber 11th Tests, in order that they reach higher scores in the reading comprehension section. Furthermore, genre pedagogy plays a fundamental role in this investigation since it has influenced the way we see language and its use according to the context of culture and situation in educational fields.

This study may also represents an attempt to change teachers' perspectives and paradigms towards the teaching of reading and highlight the importance of implementing an instructional approach to help learners improve their reading development. Then, institutions, teachers and learners should view reading as the most important skill to be developed since it is needed in all subject areas at school. R2L has been applied to develop the four skills and it makes this approach suitable for all learners and adaptable to any context Rose and Martin (2012) states that "The Reading to Learn approach outlined in this chapter extends genre pedagogy principles of

embedded literacy, to integrate the teaching of reading and writing across the curriculum at all levels of school and beyond” (p. 133). This study may give EFL teachers some clues about how to plan reading instruction and how to help learners improve their level of reading comprehension to get higher scores in Saber 11th test. Consequently, learners will get more educational opportunities and to be more competitive in society in and outside the country.

As this study address to develop reading comprehension oriented to reading texts and questions presented in the Saber 11th test held by the Minister of Education. From this insight, it is important to take a look at the requirements of the Ministry of Education for tenth and eleventh graders regarding the standards; what learners need to know and what they should be able to do with the language they get. As it is stated in the standards booklet “El Programa Nacional de Bilingüismo se orienta a ‘lograr ciudadanos y ciudadanas capaces de comunicarse en inglés, de tal forma que puedan insertar al país en los procesos de comunicación universal’” (p. 6), the English Foreign Language teaching process should aim to the development of communicative competences divided into Linguistic competence, Pragmatic competence and socio- linguistic competence. As this study is focused on developing reading comprehension, it is essential to address the attention to the *pragmatic competence* so that learners can use all the knowledge they get to construct their own meaning.

Unfortunately, results obtained in the Saber 11 test by eleventh graders from La Salle School of Monteria, primarily shows a low scores in reading comprehension but obtaining higher scores in questions related to vocabulary, grammar and language use.

This paper is divided into six chapters, in chapter one this research address to state the purpose and establish the problem concerning in this study and its importance in educational fields. In the second chapter, some important definitions of Systemic Functional Linguistics,

Genre-Based Approach, R2L, Explanation texts and Reading to Learn pedagogy through the theoretical framework and some previous research related to this study. This also include a brief description of the setting were this study was carried out. Chapter three, provides a description of the data collected to answer the research questions of this study. Also, the type of study, the participants and a relevant description of the data collection procedures are be presented. Then, the design proposed was discussed. In chapter four, the analysis and the main results of this study were shown. Chapter five examines, interprets and qualifies the results and their significance in the context. Finally, in chapter six, reviews the main arguments presented in the paper. It also discusses implications of this study and research and suggest issues for further research.

2. Theoretical framework

2.1. Systemic Functional Linguistic Theory

According to Eggins (2005), “SFL has been described as a functional- semantic approach to language which explores both how people use language in different contexts, and how language is structured for use as a semiotic system” (p.20). In our daily lives we encounter numerous opportunities to exchange and produce meaning that require the use of language. Thus, systemic linguistics studies how language is constructed for use in all those opportunities, paying special attention to the context where they occur. The fact that it is a semantic approach means that SFL understand the linguistic system as functional and requires questioning about how language is structured or organized. In addition, it is a functional theory because it asks about the use of the language and how people use it in a particular context.

Systemic Functional Linguistic theory conceives language as all the resources, tools and means available to construct meaning to achieve a social purpose within a specific context and situation. As Boccia et al stated (2013) “Systemic Functional Linguistic views language as a vast array of resources that enables us to make meanings as we choose” (P.17). These resources include lexical patterns, grammar structures, which may vary according to the context of culture and context of situation.

Eggins (2004), Tokunaga (2003) and Christie (1999) discuss the view about systemic linguist as a tool of ‘meaning making- processes and how language is constructed making use of those tools. They also discuss the semiotic system of the language and the role of the interpretation of its use and production in a particular context.

SFL theory focuses on three important aspects regarding discourse: the metafunctions of language, the notion of system and the importance of the relationship between language and context (Christie, 2005). Let me explain these in detail. First, Eggins (2005) discusses three fundamental elements for the construction of meaning and the systemic approach to language called the metafunctions. The *ideational metafunction* is concerned with the resources of language which make sense of the world, giving a representation of the reality and experiences. Halliday (1994) and Christie (2004) discuss the *ideational metafunction* as those functions of the grammar which are related to the representation of reality and how people experience the world. The *interpersonal metafunction* concerns the relationship between the participants, the negotiation of social interaction; sharing, expressing opinions, thoughts and establishing and maintaining interpersonal relations. The language features related to the context, the organization of ideas and coherent discourse are called the *textual metafunction* of language. According to Eggins (2005), “textual meaning refers to the way the text is organized as a piece of writing or speech” (p.12). The textual metafunction refers thus to the role of the language, the structural organization, construction of the language to create meaning and convey a message.

The concept of metafunction becomes of great importance in this dissertation project as they might determine the purpose or purposes of a text. Also, the language might be seen as an integrated system of meaning and language choices. As Eggins (2005) states “language is a semiotic system, a conventionalized coding system, organized as sets of choices” (p. 3), meant to be interconnected one to the other and functioning as a unity formed by interrelated components, emerging from a established relationship between the language, the situation and the context.

Language is also conceived as a system in Systemic Linguistics. This means that language is understood as a set of choices made to construe meaning, from which language users

choose to realize a variety of texts. Christie & Martin (2002) explain that “in SF theory, language is said to be a meaning system where a system is a set of options with an entry condition” (p.13). Thus, systemic linguistics describes various systems for the realization of meaning, which include Mood and modality, transitivity, evaluation or ergativity. Briefly, Mood refers to the function of the speech used by the speaker, Modality and Transitivity concerns with the ‘type of processes, participants and circumstances’ Christie (2002). Finally, ergativity refers to some patterns that represent how some languages treat arguments of a verb. (Otsuka, 2000).

Christie stated (2002) that “Language is said to be a meaning system” (p.13). The systemic function theory is concerned with how people make use of all the resources available to construct meaning. Then, language should not be conceived as grammar patterns but as a tool for communicating and fulfilling a social purpose. Knowing the language and its function might help teachers understand how language may help and engage our students to approach a text for a more effective comprehension process.

2.2. What is a genre?

In light of SFL, genre has been defined as a staged goal-oriented social process. According to Martin, “genre represents the system of staged goal-oriented social processes through which social subjects in a given culture live their lives” (2002, p. 56). In this sense, the significance of a genre is found on the focus of social aspects where elements such as context and culture take place together in a text. Genre is also understood as the representation of collective processes which a social community or group of people experience within a framework of a context and a set of customs of and specific culture.

Martin (2009) proposes a more approachable view describing genre as a ‘staged-goal oriented’ social process. Firstly, he explains that a genre is staged because it is a process which take a series of steps to go through. Secondly, it is also described as goal- oriented since there should be an outcome. Each stage has its own goal which is accomplished as the stages unfol. Thirdly, it is said to be social since people use language for a myriad of social purposes. Then, a genre involves a social purpose that can be recognized as a communicative situation or event.

According to Christie (2002), “a genre is said to be a staged purposive activity undertaken to accomplish some goal or goals” (p. 21). Christie also describe genre as a staged process with a communicative purpose to accomplish through a series of phases considering the context of situation and the context of culture.

Freedman and Medway (2003) claim that “a genre is defined primarily by its common communicative purposes; these purposes, and the role of the genre within its environment give rise to specific textual features” (p.7). From this perspective it can be said that a genre has a social purpose to accomplish, an objective or goal which is revealed by a series of features and patterns through each stage according to the situation or context. Besides, Genres are recognized by their specific textual features and schematic structure. For instance, narratives texts have certain lexicogrammatical features and a structure or sequence of stages (Orientation, Complication and Resolution) to follow which determine the genre and help the reader to construct meaning as the text unfolds. Thus, the genre is the essence of a text and it is strongly related to the context of culture and context of situation.

A genre has a predictable set of language patterns that help recognize that a specific text belongs to a particular genre. As Eggins (2004) notes, “every text goes through a series of steps to achieve its purpose. For each genre these steps are more or less predictable” (p. 14). These

steps are called schematic structure (Martin, 1985). Some of these steps are obligatory whereas others are optional (Eggins, 1994), giving flexibility to the realization of the genre into specific texts. Those predictable steps chosen by the participants are easily recognized in any communicative event with a shared common purpose.

2.2.1. Register: Field, Tenor and Mode.

Register is conceived as the influence of the context of situation of a particular language exchange on how language is used. The context of situation have three 'key dimension'. They are field, tenor and mode. According to Martin (1992), Field is concerned with systems of activity, including descriptions of the participants, process and circumstances these activities involve. Also Halliday and Hasan (1985, capitals in original) state "THE FIELD OF DISCOURSE refers to what is happening, to the nature of the social action that is taking place: what is it that the participants are engaged in which the language figures as some essential component?" (p. 12). Based on Halliday and Hasan's perspective about *Field*. The field can be defined as what is going on in a particular situation intending a meaning to be conveyed within a social context. Also, the field refers to the content or subject matter of the text that is relevant for constructing the activity that is taking place

Further, *Tenor* is concerned with social relations as these are enacted through the dimensions of power and solidarity. Halliday and Hasan (1985) also explain that the *tenor* of the discourse refers to who is taking part of the situation and interacting, their status and role within the context and also the relation established among them. From this, the tenor can be interpreted as the people or participants involved in the discourse, the relationship established among them,

the degree of formality which determines somehow the language choices made at the time of interaction.

Mode is concerned with how the message is conveyed, as this is affected by the various channels of communication through which we undertake activity (field) and simultaneously enact social relations (tenor) (Martin, 2002, p. 56). Halliday and Hasan (1985) define the *Mode* as the channel of communication whether it is written or spoken, the way of delivery and organization of the message. Thus, the channel by which the message is conveyed influence the language choices and the patterns of interaction. For instance, in a monologue the patterns of interactions and the way the message is conveyed are different from the ones used in an interactive bidirectional conversation. In a monolog there is a speaker (the addresser), an audience (the addressee) and the channel, but in a bidirectional interaction there are two or more people being active speakers exchanging meaning, by phone or face to face interaction. Both interactions are influenced by three elements that represent the social context of a text: Field, Tenor and Mode.

In the graphic below, it can be clearly identified the elements which construct a whole text, providing sense and a purpose to be met. These three concepts help to understand the social context of a text; the features and aspects wich construct a situation and a social context.

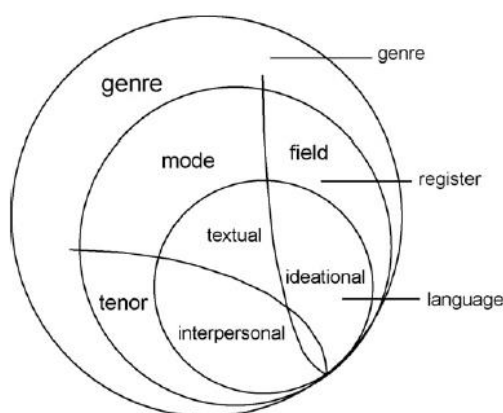


Figure 1: Metafunction in relation to language, register, and genre.

2.2.2. Types of genre

When analyzing a text, it might be sometimes difficult to identify its type of genre. This is because most texts have more than one social purpose but they have a central one which can determine its genre family. According to Rose (2006), the different texts that occur in social contexts like the school can be classified as genres and genre families, responding to the social purposes for which language is used in educational settings. These authors provide a classification of genres in the figure below.

		genre	purpose		
Stories		recount	recounting events	English	Society and environment
		narrative	resolving a complication in a story		
		exemplum	judging character or behaviour in a story		
		anecdote	sharing an emotional reaction in a story		
Text response		personal response	reacting emotionally to a text		
		review	evaluating a literary, visual or musical text		
		interpretation	interpreting the message of a text		
Arguments		critical response	challenging the message of a text		
		exposition	arguing for a point of view		
		discussion	discussing two or more points of view		
Factual stories		autobiographical recount	recounting life events		
		biographical recount	recounting life stages		
		historical recount	recounting historical events		
		historical account	explaining historical events		
Explanations		sequential explanation	explaining a sequence	Science	Society and environment
		factorial explanation	explaining multiple causes		
		consequential explanation	explaining multiple effects		
Reports		descriptive report	classifying & describing a phenomenon		
		classifying report	classifying & describing types of phenomena		
		compositional report	describing parts of wholes		
Procedures		procedure	how to do experiments & observations		
		procedural recount	recounting experiments & observations		

Figure 2. Genres in the school curriculum.

Figure 2 shows some of the genres in school curriculum and their purpose. Some of the genres may be used to teach the English subject such as (arguments, text response, stories), it

also suggests some genres for teaching Science (explanations, reports and procedures), and it also proposes arguments, factual stories, explanations, reports and procedures for teaching Society and Environment at school. This study will be focused on Explanation Texts, some sequential explanation texts will be implemented to carry out this investigation.

2.2.3. Explanation Texts.

Explanation texts are texts which describe the ‘How’ or ‘Why’ of a phenomenon through a series of steps. Derewianka (2003) describes an explanation text as texts which have the social purpose of describing how something happens, giving an explanation of the process (p.137). Explanation texts are focused on “process”, considering logical sequence of great importance and significance to understand or write an explanatory text. According to Rose (2006, p. 199): “Explanation genres vary in the logical relations between phases of the Explanation stage and the Phenomenon it explains.” The phenomenon to be explained in the explanation texts influence the way the text and its stages unfold.

Derewianka (2009) states that explanation texts have two main stages. The first one is the presentation of the Phenomenon and the second one is the Explanation itself. She describes the Phenomenon as the field, what is going to be explained in the text. She emphasizes in three different kind of explanatory texts: sequential explanation, factorial explanation and consequential explanation. They are defined as follows: a *sequential* explanation text is a sequence of steps to follow of a process or event. Its structure is represented in some phases and steps. A *Factorial* explanation text explains some factors of a phenomenon or process, its phases

are formed by each factor of the explanation. A *Consequential* explanation text explains many effects of one cause, the phases are the consequences in the explanation.

As it is described in *figure 3*, the stages of an explanatory text are: stating the phenomenon, sequenced events or description of the process and the closing or concluding paragraph. The stages of a text are expected and sometimes anticipated by the reader since those stages have a function to fulfill and they have a role and a social purpose to accomplish as the text unfolds.

Derewianka (1990) highlighted some *language features* about explanatory texts:

- Generalised non-human participants (the wind, glaciers, and computers).
- Time relationships (first, then, following, finally).
- Cause-and-effect relationships (if/then, so, as a consequence, since).
- Mainly action verbs (Material processes)
- Some passives
- Timeless present tense

Table 2 illustrates the most common features and the structure of an explanatory text.

Table 2. Explanation Texts Chart

	PURPOSE	TYPES	ORGANIZATION	LANGUAGE FEATURES
Explanation texts	To explain a phenomenon (why something happened or how something works)	<p>Sequential explanations: a series of events unfolding in successions.</p> <p>Factorial explanations: explains the causes of a phenomenon</p> <p>Consequential explanations: explains the effects of a phenomenon</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Phenomenon: states the phenomenon to be explain. <p>Middle</p> <ul style="list-style-type: none"> • Sequenced explanation • Details (how/why) • A series of logical steps/ causes/ effects <p>End Summary/Evaluation/Personal reaction</p>	<ul style="list-style-type: none"> • Generally uses present tense • Has mostly action words, but may be in the passive voice • Chronological connections. • Passive voice. • Contains topic-specific technical vocabulary • Abstract nouns, noun phrases. • Uses transition words to show time (<i>whenever, until, after</i>) or cause-and-effect (<i>since, because, therefore</i>) • Causal language eg. If... then... this results in... the reason that... • Sequential connectives eg. Firstly, then, next, later...

2.2. What is the Genre- based Approach?

Before starting a discussion about the pedagogical implications of using genre for teaching purposes, it is important to mention what the genre approach (GBA) is. Derewianka (2003, p.142) states that the “Genre- based Pedagogy recognizes that certain genres are more powerful than others and is concerned with helping students from non-mainstream backgrounds to acquire and critique the genres required for success in schooling.” Genre-based pedagogy is concerned with providing students with explicit knowledge about language and also with supporting students in gaining control of the different options within the various meaning making systems used in SFL theory.

Feez & Joyce (1988) state that in the genre approach learning a language is all about social interaction and collaboration between teacher-students and students-students. Besides, being explicit about knowledge of language to be provided to learners is a great concern when using the genre approach. Also, it is found relevant in the genre approach that learning a language is a scaffolded development of steps, which emphasizes the role of the teacher in helping pupils to build and construct meaning, by leading them to the Zone of Proximal through the level of independent performance stated by Vygotsky (1934/1978). Lin (2006) states “Vigotsksy proposes the notion of Zone of Proximal Development (ZPDs), zones between what he calls ‘actual’ development (what the learners can do independently) and ‘potential’ development (what the learner can do in the future)” (p.72). From this evidence, the importance of scaffolding in reading is supported by Vigotsksy’ view of ZPDs, indicates that in learning process there is a period of time in which learners can do independently some tasks and this period of independence is reached through mediation strategies.

The genre-based approach might help teacher and learners construct meaning through collaborative work. It can be used for teaching purposes to create empathy and foster or enhance collaborative work among learners, to give them the independence they need to construct their own learning and enhance their own meaning-making process.

It is also relevant to mention that the genre-based approach suggests the importance of being explicit about the objectives and goal of the learning and teaching processes. It allows teachers to share with their pupils what is expected from them, providing learners with the information of what is to be learnt during the process. This concern of providing learners with the explicit knowledge about language they are expected to learn, gives a sense of awareness of what is coming and what is the final output of learning.

In the English classroom there can be many scenarios in which language is learnt and language is used to talk about the language itself, its features and components, it is called the metalanguage. It is important to understand that the identification and analysis of the functions of the language and how it works to meet a purpose, play a fundamental role in mental processes and the reading comprehension process is not the exception.

Besides, identifying genre family of a text is the first step to follow in the reading comprehension process. There are various types of genre and genre families which are set out as a variety of choices of systems. The types of genres shown above are the several choices students have to know and identify what kind of genres they are reading, its functions and the possible features they have to consider they need to bear in mind to approach a text functionally. Those types of genres are the choices available for teachers to know what type of text they are taking to their classes and what type of texts are presented in textbooks.

The GBA in teaching and learning is a step by step process which develops in learners a

series of skills while going through the different stages and while they are constructing meaning. The following cycle illustrates the Genre cycle and each of its stages, and how texts might be approached.

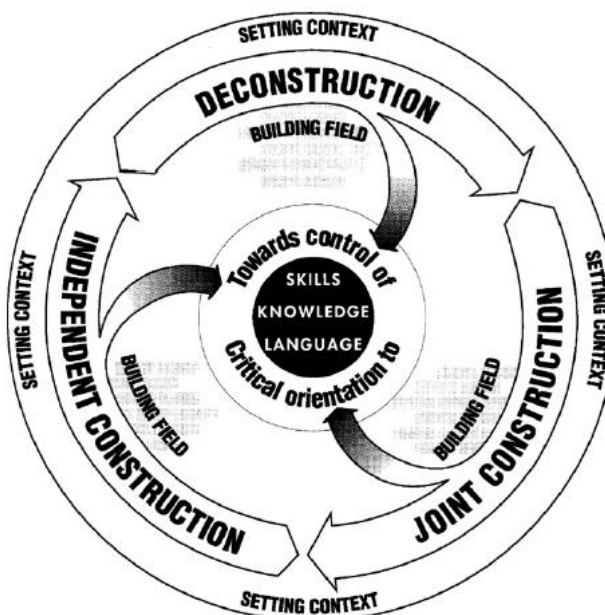


Figure 3. Teaching-/learning cycle for mentoring genre.

J.R. Martin/ Linguistic and Education 20 (2009) 10-21

The Teaching/ learning cycle stages are described as follow: the first stage is the Deconstruction stage, learners are led to identify the different features of the text, its stages and purpose. The next stage is the Joint construction, which allows learners to construct meaning with teacher's support and learners contribute to its construction. The last stage is the Independent writing, this stage learners should be able to write a text on their own, without teacher's contribution or help. In relation to teaching Reading, the Genre-based approach has evolved as the reading to learn (R2L) cycle, explained next.

2.3 Reading to learn Pedagogy

2.3.1. The functional perspective on reading. Acevedo and Rose (2007, p. 1) state that the “Reading to learn program is an intensive approach to scaffolding student literacy using high quality, age, appropriate, mainstream curriculum texts”. It means that reading to learn depicts the integration of literacy and with learning subject area from the school curriculum.

Rose and Martin (2012) state that the Reading to learn program “extends genre pedagogy’s principles of embedded literacy, to integrate the teaching of reading and writing across the curriculum at all levels of school and beyond” (p.133). Reading to learn pedagogy is concerned with the integration of reading and writing to help students get control over the genres and use the knowledge and experience gained to write their own texts and construct meaning. Reading to learn program developed initially in Australia to deal with reading problems among Indigenous schools, and it has been used and adapted internationally (Rose and Martin, 2012).

Reading is considered a fundamental and a cross-skill in learning. Thus, in our mother tongue, when reading there is a function to follow, we read having in mind one or more purposes. According to Rose & Martin (2012):

“We need to provide teachers with a set of strategies that can rapidly develop student's reading and writing skills; on the other they need to deliver these strategies to whole classes of students with a wide range of abilities and engagement in learning” (p. 140).

Rose & Martin (2012) propose some phases in parent-child reading exchange in which it is proposed a variety reading strategies to be developed during reading process. The phases described are: identity, focus, affirm, prepare and elaborate so that we can draw learners’

attention to identify the main features of the text and being able to interpret it.

Before reading, it might be considered as crucial and relevant to prepare learners to start developing their reading process as a way to engage them in the reading process. Preparing for reading is the starting point in this process which involves familiarizing learners with the background information they need to know before approaching a text so that the interpretation might come easier. Preparing learners for reading is a stage to provide pupils with all the elements needed to understand the context to get involved with it.

Rose, David & Martin (2012) propose three levels of strategies in Reading to Learn that can be applied and used at any context and at all levels in reading described as follows:

Level 1 Preparing for Reading Joint Construction Individual Construction

Level 2 Detailed Reading Joint Rewriting Individual Rewriting

Level 3 Sentence Making Spelling Sentence Writing

The Genre cycle works in school curriculum as this provides teachers with a great support since it helps teachers decide the type of tasks that learners will be able to do supported by teacher's scaffolding and use of mediation strategies to lead learners to gain experience and independence in Reading and Writing. As learners become independent gradually, teachers reduce their support. Also, genre principles are flexible and can be applicable to work in any pedagogic situation, in all level and across any subject area.

The Genre cycle attain to improve reading development in young learners, but it needs some adaptation from the original one. The teaching/ learning cycle is meant to be used considering the four stages. In the first stage, learners will be prepared for understanding and building field, in the second stage, students and teacher will explore and analyze a text type, in

the next stage, they will read a text in detail and analyze it, as the language features and the schematic structure of the text are made explicit. In the last stage students will be given the opportunity to read a text and analyze it on their own.

3. Literature review

A good number of studies have been concerned with exploring the use of the Genre Based Approach for instruction. These studies have concluded that Genre Based is a good approach for developing writing skills through reading. For example, Sulaeman (2013) explored the effectiveness of using GBA to improve understanding on procedural texts of 45 students of ninth grade in Indonesia. Through a quantitative analysis of a pretest and a posttest applied to the participants, results showed that GBA has an impact on the students understanding procedure text. Furthermore, the hypothesis that GBA can contribute to students' achievement in procedural text was accepted. After being instructed through GBA, students demonstrated in the posttest that their level of mastery was beyond the minimum, something not visible in the pretest. The researcher concluded suggesting the importance of GBA for teachers to make students interested in English.

In another study, Kongpetch (2006) explored the responses of 42 university students to the GBA focused on teaching writing, and the effects that GBA has on the teaching of this skill. Using students' diaries, photocopies of students' written texts and audio-recordings of a discussion between the researcher and the participants, outcomes revealed that GBA has positive effects on students' learning experiences since it helped them to write better. It was further confirmed when analyzing the impact of the approach on the writing of these Thai students. Students' final compositions demonstrated an appropriate use of language features and well-structured texts. Kongpetch highlighted the advantages of using GBA in graduate students since it encourages them to think, plan and work, resulting in a work with "extended and elaborated ideas" (p. 25).

In a different research project, Cullip (2009) analyzed two texts written by an ESL student in Malaysia after a five-week genre-based teaching intervention. Following a Systemic Functional

Model to analyze both texts, results demonstrated improvement over generic structure, field focus, and choice of clause type, formality, modality, theme, and text conjunction. The author noted how fast the participant increased his ability to construct an argument using different language resources.

Other studies have also been concerned with the use of the Genre Based Approach focusing on the teaching of reading. Aidinlou (2012) explored the effectiveness of systematic discourse-semantic knowledge on the reading comprehension of 60 undergraduate TEFL Iranian students taking an advanced reading course. The researcher used a pretest to divide participants into two similar groups, instructing one of the groups with SFL oriented knowledge, and applying a posttest to both groups. Results indicated that the experimental group outperformed the students who were receiving the traditional grammar-oriented method. That is, the experimental group had a higher performance on reading comprehension. The author highlighted the importance of giving explicit instruction in systemic discourse-semantic knowledge to improve students' reading comprehension.

Another research project developed by Culican (2006) aimed to confirm the effectiveness of the Learning to Read: Reading to Learn (LRRL) project in 24 primary and secondary schools in Melbourne, Australia. Analysis of pre and posttests local tests and writing samples indicated that students from all the schools appeared to improve their literacy skills. Besides, teachers reported an increased commitment and participation of all students. Culican also emphasized about the relevance of this kind of projects since they contribute to a “comprehensive system-wide strategy” that meets the literacy needs of adolescent learners in the middle years.

All this studies are related in one salient point: the usefulness and the positive effect GBA had on the improvement of learners' reading comprehension or writing skills development. It is

clear therefore that the GBA provides significant and flexible strategies adaptable to any context, level and subject area.

The previous research projects mentioned useful results to understand the methodology and processes that helped me to explore the changes in students' reading comprehension abilities during the implementation of the reading to learn approach. In the same way, the already presented results related to the teaching of reading through GBA could have helped me to have clearly established expected outcomes for a research that took place in a different context.

4. Methodology

This chapter discusses the type of research, the research questions that led this dissertation, the participants and context, the data collection procedures and the data analysis.

4.1. Type of research and questions

A case study methodology was followed in this qualitative research to explore the potential effect of the R2L Instructional Approach on tenth-graders reading ability. Case study can be defined as “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive and rely heavily on inductive reasoning in handling multiple data sources” (Merriam, 1988, p.161 as cited in Nunan and Bailey, 2009). Thus, this research concentrated on a particular phenomenon observed in a specific context which involved analysis based on the information obtained from different data collection procedures. The phenomenon that was the focus of this dissertation is the analysis of the effectiveness of using R2L Instructional Approach in the reading process. The case study consisted of a group of 10th graders taking English in a non-bilingual context.

Two questions guided this enquiry exercise:

- What is the potential effect of the R2L Instructional Approach to enhance the comprehension process of 10th graders at La Salle school?
- How do 10th graders perceive the effect of R2L Instructional Approach on their reading development?

This investigation was a qualitative research drawn upon a series of characteristics discussed below. A qualitative research involves a variety of features such as identifying a research problem, describing, and understanding, analyzing the data and reporting the results or sharing findings. Also, there was another important issue concerning a qualitative research, the fairness when showing the results and the way they are presented.

Both questions of this research are focused on the effect of R2L Instructional Approach in reading comprehension process of 10th graders at La Salle school. Thus, this research project tries to analyze how 10th graders students are reading different texts and analyzing the potential effects of using R2L Instructional Approach and learners perception about how this approach enhance their reading comprehension.

4.2. Context and participants

This dissertation took place at La Salle, a private school located in Monteria at Pasatiempo neighborhood. La Salle school has been considered one of the best schools of the region due to his high scores obtained in the Saber 11th Test and the quality of its processes. The students from this school have a good level of proficiency in English, since they take English classes since they are in nursery. Most of them are able to speak in English, they can understand a conversation and answer questions. English Lessons at La Salle school are taught in English 80% in high school. Thus, they are expected to get better results in the Saber Test.

La Salle school serves a population approximately of 2077 students from PreK to 11th graders, male and female, from 2 to 17 years old, who are divided into 5 sections, pre- school, primary (1st, 2nd and 3rd grade), (4th and 5th grade), high school (6th, 7th and 8th grade) and (9th,

10th and 11th grade). This is a big school with approximately 64 classrooms, two computer rooms, a physics laboratory, a teacher's room, a nursery and a cafeteria.

According to the information gathered from the enrollment process, most of the students at La Salle belong to a medium-high SES, having good living conditions. The average number of learners per classroom in pre-school is 14 to 30, in primary (1st through 5th) there are 35 to 40, in secondary and middle school (6th through 11th) the average number is from 38 to 45 students in each class.

The participants of this research are a group of 38 students from tenth grade from La Salle School of Monteria. Students' ages ranged between 15 and 16 years of age. These group of 38 students were chosen due to their low level of English proficiency. Among the four groups of 10th grade they have the lower scores in English classes and they low results in the "Aprender para saber" which are the test applied to all the students from 4th to 11th grade to prepare them for the Saber 11 Test.

In this case study research, 2 students were the focus of this inquiry exercise, from the 38 participants that are part of 10th grade. The two participants were chosen following a criterion sampling procedure. They were identified using pseudonyms, these are Jose and Luis. The particular criteria used for the selection of those two students with low level of English proficiency. They were considered as the weakest of the class, those who have a very low proficiency in English with a low level of understanding and production. Their ages are 15 and 16 respectively. Even though both of them have studied in this school since kinder-garden and they have taken English classes since then, they have not achieved a good level of English. They lack many skills in speaking, writing, reading and listening. These students identified as are not able to speak in English not even their personal information, they are not able to listen and

understand the instructions or explanations given in the English class. They have not approved the final score of the terms in the English subject.

4.3. Data Collection Procedures

As the means to collect the data needed, in this investigation some procedures were used: a diagnostic reading task, interviews, observation and field notes, reflection log, audio and video recording and reading tasks. Those data collections techniques were used according to each phase of this study as it is described below in Table 3.

Table 3. Data Collection Procedures

<u>OBJECTIVES</u>	<u>TECHNIQUE</u>	<u>INSTRUMENT</u>
To analyze how Reading to Learn Instructional Approach can improve student's reading comprehension.	-Video recording of the lessons. -Interviews - Implementation of the Reading to Learn Cycle. - Observations	-Interview Guide -Video recording and class observation - Reading Tasks. - Reflection Log
To describe students perceptions of the usefulness of the Reading to Learn approach to promote reading comprehension.	-Observation -Interviews	-Interview Guide -Video recording and class observation - Interview logs
Identify and analyze the effect of implementing the Genre-Based Approach to enhance reading comprehension.	-Audio recording for group work -Interviews	-Interview Guide -Audios and video recordings.

As the purpose of his research was to answer the questions indicated previously, the data collection procedures served this purpose. As stated above, the first question of this research was aimed at the potential effect of the R2L instructional approach to enhance reading comprehension, thus the diagnostic reading task, the interview, the observation and field notes

carried out during the application of the initial reading task and the teacher's reflection log contributed to the collection and identification of some information and cues to give answer to this inquiry.

Furthermore, the video recording was used to record the process of application of the R2L cycle throughout the stages, to identify the effects of using the Reading to Learn Instructional Approach, and the usefulness of recognizing and understanding the features and structures of explanation texts to enhance learners' reading comprehension skills.

First of all, the case students were chosen and interviewed by the researcher to get some insights about the way they read and their reading process in general. This interview was an informal conversation with each one of the students selected. As Maguire (1998) stated "an interview is a conversation such as one between a reporter and another person for the purpose of getting information." (p. 472). Therefore, this technique was used with the purpose of collecting information about the case learners' perceptions regarding the effectiveness of the process whether it has improved the way they read.

As the means to answer the second question about learners' perception of the effect of Reading to Learn Instructional Approach on the way they read, an initial and a final interview to the case learners were of great importance. The transcripts of the interview were analyzed line by line to collect and triangulate the data. Besides, field notes from the application of the diagnostic reading tasks and the application of the R2L Cycle were significant to identify the way learners read and their performance when reading.

According to Burns, observation "enables the researcher to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur" (2003, p. 80). From this insight, it is said that observation and field notes

helped to recognize learners' attitudes and interaction with their partners, also it supported the reflection log done by the researcher. The purpose of using observations was to notice and find out how pupils, particularly the case study learner read texts, used the reading to learn approach. Also, observation allowed the identification of learners' attitudes towards the reading comprehension process among other expected results such as the enrichment of vocabulary, their familiarization with the structure and features of specific genres, and the acquisition of new knowledge.

Finally, diagnostic reading tasks have been widely used by teachers in their classroom to learn about students' abilities and have a general view of learners' skills and knowledge. It has been considered that teachers should know and take into account students' English knowledge level, capabilities and skills to know what the starting point is. A reading diagnostic task was applied in the initial stage and at the final stage as well. The purpose of the implementation of this technique was to find out learners' reading comprehension performance by doing a reading task. The reading diagnostic task was the means to observe students' attitudes when reading and the way they read.

4.4. Design

This study was developed in a series of phases of the teaching/learning cycle adapted for reading. The phases that took place in this study were: Before the GBA, During the GBA and After the GBA. The first stage, Before GBA took place at the beginning of the application of the teaching/learning cycle. Its purpose was to gather initial data as the starting point of this investigation. Mainly, it was thought as the initial fact finding stage of this research. Then,

during GBA, the implementation of the R2L Cycle took place, the adaptation mentioned above was displayed in this stage. Preparing for Reading, Detailed reading and Joint reading occurred. The Genre- Based theory became the focus of this investigation. During this stage the teaching/learning cycle was applied through a series of tasks around a text of a specific topic. The purpose of these phases are discussed in detailed beneath.

4.4.1. Before Reading to Learn Cycle.

This stage was focused on collecting the initial data for this research. This was one of the most important stages of this research since it allowed the researcher to identify students' difficulties in regard to how they read and their reading level proficiency. First, an analysis was done of four different class groups to decide which one would be the most appropriate to conduct this investigation. This analysis was based on two aspects. First, teacher's perception about learner's development in the English class and the analysis obtained from the results in the training test made at school "Aprender para Saber" by Helmer Pardo Group, as a strategy used by the school to train students for the Saber 11 Test. The class with more difficulties observed by the teacher and the one which got the lowest results in English in "Aprender para Saber" was chosen. After that, the class selected was also analyzed and two students with the lowest level of English proficiency were selected to be the student cases of this investigation, the students with the lowest results from the whole class were chosen.

In this phase, baseline data regarding students reading ability was collected using different procedures, as a starting point to answer the two questions of this research. A diagnostic in the form of an initial reading task was applied to the whole class, students were also observed

during the application of the reading task and they were videotaped as well. After the application of the initial reading task the case students were interviewed to get data about their reading process. Also, field notes were taken about students' performance during the application of the initial reading task.

4.4.2. During Reading to Learn Cycle.

During this phase the R2L Cycle proposed by Martin and Rose (2012) was applied. The application of the R2L cycle took seven hours to be completed, the Preparing for reading phase lasted two hours, then, four hours were spent in the Detailed reading and the Joint reading, in the independent reading, there was spent one hour. Some adaptations were made based on the R2L theory discussed by Rose and Martin (2012). They discussed three levels of strategies in Reading to learn which were adopted to develop reading comprehension since this theory was primarily proposed to enhance writing skills). It was adapted as follows: the *Joint Construction* stage was called *Joint Reading* and the *Independent Construction* stage was called *Independent Reading* since the main purpose of this research was to implement the learning cycle to improve reading comprehension skills. The chart below illustrates the adaptation made to the teaching/learning cycle.

Table 4. Reading to Learn Cycle Adaptation

<i>READING TO LEARN CYCLE</i>			
<i>Preparing for reading</i>	<i>Detailed reading</i>	<i>Joint reading</i>	<i>Independent reading</i>
<ul style="list-style-type: none"> - Introducing the social context and purpose of the genre. - Identification of the structure, features of the text and the context of situation. - The function of each stage. - The relationship between the participants. 	<ul style="list-style-type: none"> - Focus on patterns of meaning of an explanation text. - Focus on language features and text structure. 	<ul style="list-style-type: none"> - Scaffolding reading. - Focus on grammar features. - Focus on Language structure - Teacher's support is reduced throughout the stages. 	<ul style="list-style-type: none"> - Learners read in pairs without teacher's contribution or help.

Before planning each phase of the R2L cycle, three explanation sequential texts were selected based on student's level of comprehension. The first text was 'Making paper from woodchips', it was a short text with five multiple choice questions, text #2 was 'How is a kite flying'. This text had ten multiple choice questions and the last text was 'The Process of Rain' it consisted of seven multiple choice questions. Those texts were also analyzed and a synoptic description of each one was made to allow the teacher to identify the genre, register, language features, the grammar patterns and the vocabulary to be presented to learners, for having a clear description of the typical realization of the texts chosen. The description of each type of text appears in Appendix 5.

Throughout the implementation of the R2L cycle the content or the field of the text was introduced to learners so that they got familiarized with the lexical patterns presented in the text. Also, the structure of the text was presented and explained to facilitate learners' identification of

the stages of an explanation text. Before finishing the reading to learn cycle, students answered comprehension questions about the text analyzed. These questions were designed following the question types used in the Saber 11 test for reading and the frequency of each question type. Finally, the case students were interviewed to get to know the effect R2L Cycle had on pupils and learners 'perception about this investigation. A series of tasks were applied to help pupils identify language patterns, grammatical structures, participants and the schematic structure of the text. The following table shows the teaching activities applied during the R2L Cycle: specific details and materials used appear on appendixes 4, 5, 6,7,8 and 9.

Table 5. Reading to Learn Cycle: Teaching Activities

<i>READING TO LEARN CYCLE</i>			
<i>Preparing for reading</i>	<i>Detailed reading</i>	<i>Joint reading</i>	<i>Independent reading</i>
<ul style="list-style-type: none"> - Watch a video about paper making process. Organize the sequence of events presented in a text. Appendix 4. Activity #1. - Organize an explanation text jumbled. - Vocabulary presentation through some images. Fill in exercises using the vocabulary. - Identify the text structure (Phenomenon, steps and conclusion). 	<ul style="list-style-type: none"> - Identify language patterns (conjunctions) of the text among the class. - Identify the language features among the class. Fill a chart. Appendix 4. Activity #2 - A detailed reading focused on grammar patterns. Underline grammar structures. - Read the text again and answer the questions given. 	<ul style="list-style-type: none"> - Review of explanation texts structure. - Watch a video about kites. Answer some questions orally. - Images vocabulary presentation. Fill in exercises. - Focus on grammar structures. Classify the grammar tenses. Appendix 4. Activity #3. - Scaffolding reading to identify language features of the text. - A time line to represent the sequence of events from the text. Appendix 4. Activity # 4. - Read the text and answer the questions given. 	<ul style="list-style-type: none"> - Learners read in pairs without teacher's contribution or help.

Before planning each phase of the R2L cycle, three explanation texts were selected based on student's level of comprehension, those texts were also analyzed and a synoptic description of each one was made to allow the teacher to identify the genre, register, language features, the grammar patterns and the vocabulary to be taught to learners, to have a clear description of the typical realization of the texts chosen. See Appendix 5.

4.4.3. After Reading to Learn Cycle.

In this third phase, a final reading task was applied in pairs, students worked alone without teachers' contribution. This final reading task was graded and compared to the results obtained in the initial reading task. The case students were interviewed about some aspects related to the application of the R2L Cycle and the effect it had in their own reading process. The Design of the R2L Cycle is presented below in table 6.

Table 6. Design Reading to Learn Cycle

Before Reading to Learn Cycle (1 week)	During Reading to learn cycle (2 weeks)	After Reading to learn cycle (1 week)
<ul style="list-style-type: none"> - Observation of students during the application of the initial reading task. Pair work. - Selection of case students. - Interview to the case students about their perceptions of their Reading process. - Reflection log. - Description of the reading process: a stimulated recall. 	<ul style="list-style-type: none"> - Implementation of the Reading to Learn Cycle. Pair work. - Observations and field notes. - Audio and video recording during the Reading tasks. - Researcher reflection log 	<ul style="list-style-type: none"> - Final Reading task. Pair work. - Description of the reading process: a stimulated recall. - Teacher's dairy and reflection log about the lesson activity. - Final interview to the case students. - Analysis and triangulation of the data collected.

4.6. Data analysis

All the data collected and analyzed from this research was focused on *the genre-based literacy pedagogy*, known as *Reading to Learn* (Rose 2004, 2005b, 2007). In order to determine students' perception about their reading process and their performance when comprehending a text in English, first a diagnostic reading tasks was applied as the point of departure of this research. Second, the case students were interviewed separately, the transcripts of the interview were analyzed. The data obtained from these two techniques was analyzed and therefore condensed (Nunan and Bailey, 2009). Thus, there was deduced and identified learners' beliefs about their reading process.

Also, In order to see the effect of using R2L Instructional Approach, a reading learning cycle was applied and recorded, a final reading task and therefore a final interview to the two selected students. Consequently, all the data was analyzed and triangulated searching for significant categories or salient themes to organize the data to be explained to understand the issues of this research. The constant comparison approach (Strauss, 1987) was used for defining the categories. In this approach, a first segment of data is classified for a specific category. Next, other segments of data are compared to the first one to see if they are similar in some way and thus belong to the same category, or different and thus belong to a new category. This process is repeated for all the data.

In order to identify the potential effect of the R2L cycle, the results obtained from the Diagnostic reading task and the tasks applied during the R2L cycle were analyzed by scoring each test, making a comparison of the results from the different tasks. Analysis of these scores was done for the Overall reading performance of all learners and the Reading performance of the

case students. To identify the overall performance of learners, the reading tasks were graded considering the number of questions and the number of correct answers. For instance, the first reading tasks had five questions, if a learner got three correct answers, he or she got 3,0 as the score. Thus, the scores obtained from all the tasks of each pair were added and then divided by the number of tasks to get the average score throughout all the reading tasks. Also, the scores obtained from all the pairs were added to get the group mean score, so that I could realize the overall result in each of the tasks. These results will be explained in detail in the next section.

In order to identify possible reasons for the results of the tests, several categories were identified from the data: The use of metalanguage and teachers' scaffolding in reading. Then, to answer to the second question of this study, data collected from the initial and final interviews provided clues to interpret learners' perception of the implementation of the R2L cycle. Two subcategories were identified: students' perception of the reading process and students' perception of the implementation of the R2L cycle.

There were varied moments in which some elements were compared. For instance, the scores obtained in the diagnostic reading task were compared to the ones obtained in the final task to have an overall view of learners' advance in their reading performance. Also, the data collected from the initial interview about the way learners perceived their reading development was compared to learners' perception obtained from the final interview. Further, some comparisons were also established to identify the strategies students' learnt throughout this process, looking at the strategies they used before the implementation of the Genre-based approach and the strategies they used after its application.

Apart from that, transcripts of classroom interaction were analyzed to identify the use of

metalanguage and teacher's mediation strategies to help learners understand the texts. I recognized and analyzed the moments in which those strategies were used to describe and identify how those strategies were used and how it helped learners to build understanding.

5. Findings

The purpose of this study was to identify the potential effect of implementing a reading instructional approach through a learning cycle presented by Martin and Rose (2012). In this chapter, the findings will be presented as follows, the first section will focus on the potential effects of the implementation of the Reading to learn cycle for students' reading comprehension. The second section will present the learners' perceptions about the effect of the implementation of the R2L cycle.

5.1. Potential effect of implementation of the Reading to Learn Cycle

5.1.1 Overall reading performance.

In order to analyze the potential effect of the implementation of the R2L Cycle to gather the information and identify the influence or effect it had in 10th graders reading process, the information of this category was gathered through recordings, the application of reading tasks and interviews at the initial and final stages of the cycle.

The potential effect of the R2L instructional Approach had on 10th graders from La Salle School was portrayed in the results obtained through the reading tasks. First, in the initial part of this investigation in Before Reading session, a Diagnostic Reading Task was applied to have baseline data and initial information about learners' reading process and their performance when reading. When students were asked about their reading comprehension level they claimed to have an intermediate level of reading comprehension; they perceived themselves as intermediate readers (turns 6 and 14). (my translation):

- 5 R ¿how is your Reading comprehension performance?
 6 Jose “My level of Reading comprehension is a medium level because I don’t consider myself not that good not that bad, not that bad I mean normal”
- 13 R ¿how is your Reading comprehension performance?
 14 Luis “medium. A medium level”

Although it is unclear what students meant by ‘medium level’, the fact is they did not see themselves as poor readers nor as advanced ones. The Diagnostic Reading Task consisted of an explanation text followed by five multiple choice questions (Appendix 5). The selected students (Jose and Luis) got 2 out of 5 correct answers, a low score that contrasted with their self-reported ‘medium’ level ability. The following Table illustrates the results obtained throughout the implementation of the Reading to Learn Cycle.

Table 7. Overall view of the results

	Diagnostic Task	Reading Task 1	Reading Task 2	Reading Task 3	Average Score
Pair 1	1.0	1.0	3.5	3.55	2.26
Pair 2	3.0	4.0	4.0	4.26	3.81
Pair 3	3.0	4.0	4.0	4.26	3.81
Pair 4	2.0	3.0	4.5	5.0	3.62
Pair 5	3.0	4.0	4.0	4.26	3.81
Pair 6	3.0	4.0	4.0	4.26	3.81
Pair 7	2.0	1.0	4.0	4.2	2.8
Pair 8	1.0	4.0	3.5	2.8	2.82
Pair 9	3.0	2.0	3.5	4.26	3.19
Pair 10	3.0	4.0	3.5	4.26	3.69
Pair 11	3.0	4.0	2.5	3.55	3.26
Pair 12	3.0	4.0	4.0	3.55	3.63
Pair 13	1.0	3.0	3.0	5.0	3.0
Pair 14	2.0	3.0	4.0	5.0	3.5
Pair 15	3.0	4.0	4.5	5.0	4.1
Pair 16	3.0	4.0	3.0	4.26	3.56
Pair 17	3.0	4.0	3.0	3.55	3.38
Pair 18	3.0	4.0	4.0	4.26	3.81
Group Mean scores	2.55	3.33	3.69	4.18	3.44

Before starting the description and the analysis revealed in table 7, it is important to mention that the Diagnostic Reading Task '*How chocolate is made*' was applied in pairs which means that the number of tasks collected and analyzed were 18. From the analysis of the results gathered from the Diagnostic Reading Task, the initial assumption of this investigation was confirmed: Learners from La Salle school had a low level of reading comprehension as it is portrayed in the scores obtained. As Table 7 shows, most learners were ranged in an average score of reading comprehension, obtaining a score of 3,0 in the task. That is, from 36 students, 26 of them were ranged in an average score, corresponding to the 72% of the class. Also, some of them (5 pairs, 10 students) obtained a low score in the reading comprehension task, suggesting that their reading comprehension level was also low. As it is shown in Table 7, five pairs of students (10 students from 36) were ranged in a low level and none of the students were ranged with a high level of reading comprehension in this specific task. These results run counter to what was expected, given the usual results of students in the reading component of Pruebas Saber 11 and their self-image as readers stated in the interviews. As we will see next, the results of the first reading task were also similar.

The first Reading Task '*Making paper from woodchips*' was applied during the implementation of the R2L cycle in the Detailed Reading. After a series of activities the first reading task was applied. As shown in (Appendix 5), the task consisted of an explanation text, followed by five questions. As the Table 7 shows, 12 pairs of students (24 students) obtained an average score, corresponding to 66, 6 % of students, whereas six pairs (12 students) were ranged in a low score. It means that the 77% of the population was ranged in an average score, suggesting that there was an advance in learners' performance.

Comparing the results presented in table 7, it can be said that there was a slight improvement in the application of the first Reading Task. Even though the improvement represented in the table is not of considerable, it is of a great significance for this investigation since it proved that the application of the R2L cycle had a slight positive effect on most of learners' reading development, albeit for only two pairs of learners.

In the second Reading Task, called "*How is a kite flying*", the results shown in Table 7 revealed a relevant progress in students' performance. 2,77% of learners (8 learners) obtained a low score and 5,55% of students (2 pairs, 4 learners) reached a high score in their reading comprehension. Also, 24 students (6, 66 % of learners) obtained an average score which means that the number of students ranged in an average score remained the same as in the previous task. Then, there was an advance in the number of students with a low score comparing to the previous reading task, this number was reduced from 12 to 8. The amount of learners ranged in a low score was reduced compared to the previous Reading Task. This indicates a growth in the number of students with a high level of reading comprehension reducing the number of learners with a low level.

These numbers suggest that the implementation of the R2L Cycle was beginning to have a favorable effect in learners' scores and, as I will explain later in next section, in their reading process as well. It is also important to mention that in the final reading task none of the learners were ranged with a low level of reading comprehension and the amount of students with a high level increased. Besides, the amount of learners who were in an average score was reduced to 11,11% of learners (5 pairs), which indicates that most learners who were medium, increased their level and passed to the high level showing a significant progress throughout the application of the R2L Cycle. See Table 7.

In the third reading task, interestingly there was a great advance in the results obtained. As Table 7 shows, one pair got a low score, four pairs obtained an average score and surprisingly 13 pairs got a high score. Analyzing table 5, it is observed that the group mean scores increased gradually throughout the implementation of R2L Instructional Approach (Figure 4) which reflects the positive effect of this approach.

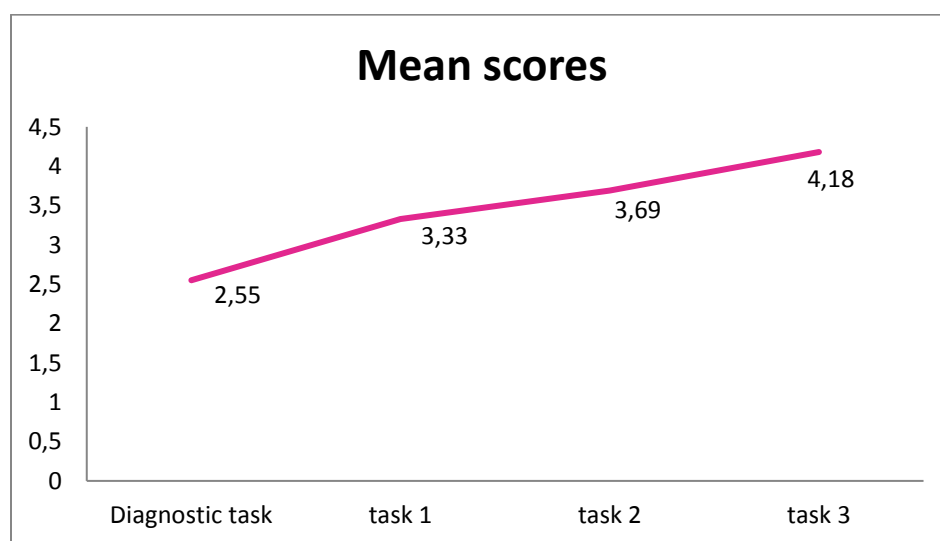


Figure 4. Mean Score.

The initial group mean score was 2,55 a low score and the final was 4,18 a high score. From all the results obtained and shown in Table 5, Pair 4 results called my attention and lend support to my argument that R2L cycle had a positive effect in learners' reading development and it helped learners build their own understanding of the texts as they gained experience throughout all the tasks applied during the R2L cycle. That experience gained could have helped them to learn the strategies used during the whole cycle and use them to comprehend the texts. Pair 4 started with a low score in the diagnostic task, then, in the first reading task it was found that they increased their score from 2,0 to 3,0 showing a slight advance in their progress, even

though both of scores were low. In the second task they showed an important improvement, 4,5 an average score and even more surprisingly they obtained 5,0 in the last reading task.

To wrap up, table 5 above summarizes the level of achievement of the participants in the different reading comprehension tasks applied through the study. In the diagnosis text, most of the students obtained a low score. In the first Reading Task, few improvements were noticed. Only two students could go from a low reading comprehension level to a medium level. However, in the second Reading Task, participants had an important improvement; two of the pairs (four learners) demonstrated a high comprehension level and four pairs were placed in a low level. Although most of them still maintained at medium level. These results seem to demonstrate the significance of genre-based instruction for improving student's comprehension of the targeted texts. These results are even more impressive when analyzing the last Reading Task, 14 students demonstrated a high reading comprehension level, 4 pairs maintained a medium level and none of them had low level results. The findings for the case students show a similar tendency.

5.1.2 Reading performance of case students

Case students showed a gradual and consistent advance throughout the implementation of the R2L instructional approach. Table 8 below represents a general view of the results obtained by the two case students (Jose and Luis) during this investigation.

Table 8: Case students results

	Score
Diagnostic Reading Task	2,0
Reading Task 1	4,0
Reading Task 2	4,26
Reading Task 3	5,0
Pair Mean score	3,81

Table 8 shows that there was a continuous advance and progress in learners' level of reading comprehension of explanation texts. From the diagnostic test to the final reading task, students increased their score in 3 points. They advanced from a low score to a high score, which represents an increase of 60%. Also, the mean score presented the case learners in an average score. Therefore, these findings suggest that the implementation of the reading to learn approach had a valuable impact on students' ability to read explanation texts and, hence on their reading ability. As already noted, this was the case not only of the case students, but of all the students in the lesson. Some of the reasons for this improvement can be found in students' use of metalanguage and in students and teacher interaction while, as I will explain next.

5.2. The use of metalanguage

Apart from the positive effect of the implementation of the R2L instructional approach, the analysis of observations revealed that the use of metalanguage was influential for allowing learners to acquire new knowledge and understand the function of the language within the context of each text. Thus, during the Join Construction session the teacher made a review about the generic

structure of explanatory texts to make the content of each stage more explicit and let students identify them. Metalanguage used appears in bold.

Transcript 1. *Familiarization with the schematic structure*

- 1 T “I know you are already familiarized with the... structure of the explanation texts but anyway I wanted to... review and remember what is the eh hh ...**structure** of an explanation text, in this case we have an example, eh hh... we have an example ‘ how food is digested’”.
- 2 T (the teacher continued explaining) Here we have **the title** as it is shown in this example, the title this one (pointing at the title shown on the board,). We have a definition... Some of the text... explanation texts have a **definition of the phenomenon** and it is also eh hh hh... recognized as the... **introduction of the phenomenon** right?
- 3 T “Then, we have a description of the elements of the process, then we have the process of the **sequenced of steps** as we talked yesterday and the application that can be a **conclusion**, can be an advice it depends, it may vary but we need a concluding paragraph. It can be an advice, it can be an application, it can be a conclusion of the idea, of the general idea of the process and sometimes the text is closed with a question”

This transcript shows how the teacher used metalanguage in her explanation to help pupils get familiarized with the schematic structure of the text and recognize that the first part of the text (the phenomenon) would include a description of the phenomenon or the description of the main participant. Also teacher helped learners understand that in the concluding paragraph they could find a conclusion or a comment from the author. Hence, the use of this *metalanguage* made the content more explicit throughout each stage, it also allowed pupils to understand and identify how explanation texts are presented according to their generic structure and that this structure can have little variations, in order to help learners know what to expect in an explanation, how each stage unfolds and what they can find in each part of the text.

Besides, it was found that the use of the *metalanguage* of the generic structure presented in each stage of the text helped learners pick up the *metalanguage* used by the teacher, thus helping them understand the text. Also, the use of the *metalanguage* made learners' aware of the knowledge and language they were learning, while scaffolding and analyzing each stage and its functions within the text. When students and the teacher were going to identify the structure of the text, there were some episodes of interaction in which the teacher elicited students' recognition and participation in class using the metalanguage. The interaction took place as is described below.

Transcript 2. *What is the phenomenon?*

- 1 T *who can tell me which the **phenomenon** is?* (No answer given)
- 2 S1 (the teacher replays) *what is **the phenomenon**?* (No answer was given) as nobody answers the teacher started reading the text looking at the structure and helping students to identify its stages.
- 3 T *'Let's start reading the text'*
- 4 T *'A kite is an object made from a light material stretched over a frame'.* Then, the teacher questioned the students.
- 5 T *What is that?*
- 6 S2 ***a description***
- 7 S3 *a description of the kite*
- 8 T *a description of a kite thank you!* (the teacher confirmed). Then, the teacher continued reading the second part of the text
- 9 T *... 'due to its light material a kite can lift off the ground and fly'*
- 10 T *what is it?*
- 11 S4 ***the phenomenon***
- 12 S5 ***the description of the phenomenon***
- 13 T *yessss the description of the phenomenon* (The teacher continued reading)
- 14 T *a kite uses its winds to make it fly because it is heavier than the air*
- 15 T *what is that?* (the teacher questioned again)
- 16 S6 ***a description***
- 17 T (the teacher continued reading the text) *"when winds travel over the surface of the kite it is split into two streams of air"*. What is that? She asked.
- 18 S7 ***the step***
- 19 T (the teacher confirmed) ***the steps, one step of the process.*** The teacher continued reading the steps and students could identify all the steps of the process.

As it can be seen in the example above, in this stage learners started to use the *metalanguage* while identifying the structure of the text following teacher questions (turns 10, 11, 17). They knew how to identify the text structure (turns 10, 11, and 17) but also they were already familiarized with the metalanguage representing each of the stages of the generic structure of explanatory texts.

In addition, to help learners identify the structure of the text, the teacher used *metalanguage* to identify and classify the grammatical patterns presented in the text, emphasizing in the use of Simple Present Tense and Passive Voice. The following transcript shows the way the teacher helped students identify the grammatical patterns, discussing them among the class and filling a worksheet for the identification of those grammar structures. The teacher explained the importance of identifying the grammar patterns in the text, then provided some examples from the text while students were mentioning the sentences in simple present and the ones in passive voice, the teacher was underlying them in the text projected on the board. The grammar structures identified are in bold.

Transcript 3. *Identifying grammatical patterns*

- 1 T *Identify the **grammatical structures***
- 2 S1 *What?*
- 3 T *'the grammatical structure' if it is **present simple, passive voice, present perfect, past***
- 4 T *'Most of the texts use...most of the texts use **passive voice**... most of the explanation texts' in every explanation text you are going to find **passive voice** and if you don't know what is **passive voice**, then you would have problems comprehending the text*
- 5 T *'**Passive voice, passive voice**', most of they are **passive voice***
- 6 T *'Guys! **Present simple** and write two or three examples from the text and **passive voice** the same'*
- 7 T *'**Is a process used**' passive voice , '**are cut down**' passive voice*
- 8 S2 *'**are taken to the mill**'*
- 9 T *'yes' very good!*

- 10 S3 Miss what do we have to do?
 11 T *Look at the title 'grammatical patterns' present simple and passive voice*
 12 S4 *'small pieces called woodchips'*
 13 T *'yes' another one is the woodchips are then screened to remove. What else?*
 14 S5 *'They are exported in this form'*
 15 T *Sure*
 16 S6 *'The pulp is then bleached'*
 17 T *'Yes' good*
 18 T *Now write them on the worksheet*

The use of the functional grammar metalanguage in the analysis of the text supported learners in recognizing all the elements presented in the text and to get to know their function within the context, as is illustrated in the following example. After all the stages of the text were identified in the *Detailed Reading*, the teacher asked students to identify the conjunctions presented in the text. It was found that students were not familiarized with the tem and they did not know what conjunctions were.

Transcript 4. Identification of Language Patterns (Conjunctions)

- 1 T *in the text... in the text... we are going to identify... we are going to identify the conjunctions*
 2 S1 *What is it?*
 3 T *Identiy the conjunctions in the text...lo que ustedes crean que son las conjunctions*
 4 T *¿Cómo las van a identificar?... circle the conjunctions*
 5 S2 *miss the conjunctions are?*
 6 S3 *miss cuales son las conjunctions? And?*
 7 T *(the teacher answered) "yes..." (Another student asked)*
 8 S4 *miss ... ¿cuáles son las conjunction?*
 9 T *Conjunctions are words that we use to connect sentences and clauses to make the text more coherent*
 10 S5 *Like 'and'*
 11 T *'yes'*
 12 T *'the most common ones are 'and', 'or', 'but'*

As it is perceived in Transcript 4 learners were not familiarized with some terms such conjunctions, nominal groups, grammatical patterns, linking words, the teacher explained learners that conjunctions are words used to connect sentences or clauses and they are important because they make texts coherent and help us to comprehend a text. The teacher started mentioning the conjunction and writing them on the board. Therefore, the teacher asked students to identify the linking words but they did not know what she was referring to. No response was given.

Transcript 5. *Identification of linking words*

- 1 T *ok... let's identify the linking words from the text..... what are the linking words (the teacher asked but no answer was given). Look at the text! Link? What is link? Linking? (using the body language showing connection with the fingers).*
- 2 S1 *teacher los conectores?*
- 3 T *yes...the connectors . (Students started mentioning the connectors they knew).*
- 4 S2 *(one of the students mentioned one of the connectors) 'next'*
- 5 T *yes... next (the teacher approved writing on the board the connectors they mentioned)*
- 6 S3 *'either'*
- 7 T *'no', either is a conjunction (an explanation was given about how to use either ... or as it is presented in the text). (Students continued mentioning some other linking words also ones which were not in the text)*
- 8 S4 *'then'*
- 9 S5 *'finally'*
- 10 T *'finally' (the teacher wrote it on the board)*
- 11 S6 *'next'*
- 12 T *(the teacher confirmed) 'next'*
- 13 S7 *(some other students started mentioning other linking words) 'after', 'first', 'second'...*
- 14 T *those are the linking words, the words... las palabras que le van dando una secuencia al texto, que paso primero, segundo, o después.*

From this fragment of interaction, it is perceived that learners were not able to distinguish the connectors, even though they had used them, they were not familiarized with the use of the

functional grammar metalanguage. Though they knew the linking words, they did not know they were called that way. Something similar happened in the identification of the nominal groups. When the teacher asked students to identify the nominal groups no answer was given. See the transcript bellow.

Transcript 6. *Identification of Nominal Group*

- 1 T *do you know what nominal groups are?*
- 2 S1 *noooooo (the answer all together at the same time)*
- 3 T *nominal groups are a group of words, nouns sustantivos that goes together to form a unity o forma una sola unidad, una sola cosa (some examples from the text were shown).*
- 4 T *Let's identify the nominal groups or groups of nouns in the text...*

The nominal groups were identified by the teacher to show an example to learners, they were underlined and projected on the board. Besides, some of the students were confused about the chart given to them Appendix # 4, Activity N°2 to classify the grammar patterns, they did not know what to write in the participants, the teacher had to clarify and give them some examples about the participants of the text, one student said the following expression “ miss pero en el texto no hay ninguna persona, ¿ cuales son los participantes? ¿ que escribimos aquí?

Transcript 7. *Identification of participants*

- 1 T *ok to clarify the participants of the text... for example in a story of snow white and the seven dwarfs who are the participants?*
- 2 S1 *snow white*
- 3 T *snow white... the dwarfs. In this case the text is about paper, is about making paper from woodchips, so who are the participants?*
- 4 T *the paper is a participant (students started mentioning other participants from the text while the teacher confirmed)*
the paper is a participant (students started mentioning other participants from the text while the teacher confirmed)

Thus, as the teacher started using the metalanguage, learners also began to use it as a tool to improve their reading development. When the teacher made the language patterns evident she helped students to connect the language features with the word uttered. That is why the use of metalanguage became a tool for learners to understand the features of the text. The metalanguage gave some clues to learners about what they would find in each part of the text.

5.3. Teacher's Scaffolding in reading

Throughout the implementation of the R2L Instructional Approach the role of the teacher was to mediate students' understanding of explanations through the use of different mediation strategies. The teacher planned teacher – learners' interaction and at the same time the teacher built understanding to supply learners with all the guidance needed. Scaffolding should be used as a temporary interactional process between teachers and students until students become autonomous readers. This means that the more students get familiarized with their learning, the less the application of scaffolding would be necessary (Yigsa, 2015).

This section will present two main findings; the first one is how teachers supported learners in recognizing the structure of the text, as a mediation strategy to aid comprehension. The second one is the importance of learners' use of strategies for understanding. First, teacher's mediation occurred in different ways; making explicit the structure and the language features of the text, reading aloud line by line the sentences, introducing the field, presenting the vocabulary from the text, giving students strategies to identify the elements of the text, eliciting student's participation and interaction among the class, checking answers and sharing them among the class. During the application of the R2L cycle all the elements and stages of the text were

introduced and made explicit at the beginning of all reading tasks. The video recording analysis displayed some useful information that reflects how the teacher scaffolded comprehension of the text through foregrounding its stages.

The following transcript shows how the teacher scaffolded the text, looking at specific language patterns. The teacher focused in groups of words or nominal structures, their meaning and their function within the text (turns 9, 12, 15, 17).

Transcript 8. *Detailed Reading*

- 1 T *'now look at the text again' now you know what are the nominal groups, identify the group of words in the text' please!*
- 2 T *OK 'finish'?*
- 3 S1 *Nooooooo miss*
- 4 T *'Ok, 5 minutes to finish'*
((five minutes later))
- 5 T *Ok let's read and share the group of nouns from the text. Who wants to participate?*
- 6 S2 *Me!*
- 7 T *'yes, tell us'*
- 8 S3 *'a light material stretched'*
- 9 T *'very good' 'those are called nominal structures' for example look in line 5 from the text, it says 'the upper stream' instead of saying 'the stream that goes over the kite. Can you see? ... the function is to pack the information (empacar la informacion, hacer las frases más cortas con un grupo de palabras)*
- 10 T *'give me other examples please'*
- 11 S4 *Teacher 'pulling effect' and 'pushing effect'*
- 12 T *Sure, there is another nominal structure (instead of saying the stream pulls the air, this two words are used)*
- 13 T *Ok we already identify the structure but we are going to look to the function of the text. Ok we have the title, what does the title suggest?*
- 14 S5 *'De lo que es o lo que trata el texto'*
- 15 T *'very good what the text is about right?'*
- 16 T *'a kite is an object which is made from a light material stretched over a frame' here we have the introduction of the phenomenon, the phenomenon is presented.*
- 17 T *Then, when winds travels over the surface of the kite it is split into two streams of air' here we have the explanation of the process and it is described step by step*
- 18 T *Now then, 'kites have being known for thousands of years. They are used for military and scientific purposes. Today's kites are much used for leisure and competition' this is the closing or concluding paragraph*

After analyzing the final interview, it was inferred that learners recognized the mediation strategies used while scaffolding the text. When the student mentioned the word ‘tools’ in the interview, he recognized that there were some useful strategies given by the teacher that they put into practice in the third reading task. This insight is also supported the following transcript.

- 43 R was it easy or difficult to do the last reading task? Why?
 44 Luis ‘it was easy since it was shorter... the other thing is that we already had the basis of the tittle, the phenomenon and it was easier to interpret the text’

Before reading texts the teacher’s mediation was observed while the vocabulary and the field were introduced to learners and the meaning of the words were discussed among the class. Loud reading was a strategy used among the class, identifying the elements of the text. Throughout the whole implementation of the R2L Cycle the teacher was giving learners strategies to identify the different elements of the text and learners receiving support and assistance to perform the task. In the application of the first reading task about “Making paper from woodchips” learners were given the vocabulary needed to understand text, then the teacher scaffolded the text reading line by line, the text was shown to the students projected in the video beam. The text was analyzed. The teacher read aloud line by line each of the sentences of the text and among the class identifying the structure of the text. The following transcript shows the teacher started scaffolding the reading. The transcript shows the teacher using some strategies; reading the text aloud line by line, eliciting pupils’ interaction and helping students to make explicit the schematic structure of the text.

Transcript 9. *Teacher’ scaffolding. Use of strategies*

- 1 T *who can tell me which the phenomenon is?* (No answer given)

- 2 S1 (the teacher replays) *what is the phenomenon?* (No answer was given) as nobody answers the teacher started reading the text looking at the structure and helping students to identify its stages.
- 3 T *'Let's start reading the text'*
- 4 T *'A kite is an object made from a light material stretched over a frame'*. Then, the teacher questioned the students.
- 5 T *What is that?*
- 6 S2 *a description*
- 7 S3 *a description of the kite*
- 8 T *a description of a kite thank you!* (the teacher confirmed). Then, the teacher continued reading the second part of the text).
- 9 T *... 'due to its light material a kite can lift off the ground and fly'*
- 10 T *what is it?*
- 11 S4 *the phenomenon*
- 12 S5 *the description of the phenomenon*
- 13 T *yessss the description of the phenomenon* (The teacher continued reading)
- 14 T *a kite uses its winds to make it fly because it is heavier than the air*
- 15 T *what is that?* (the teacher questioned again)
- 16 S6 *a description*
- 17 T (the teacher continued reading the text) *"when winds travel over the surface of the kite it is split into two streams of air"*. *What is that?* She asked.
- 18 S7 *the step*
- 19 T (the teacher confirmed) the steps, one step of the process. The teacher continued reading the steps and students could identify all the steps of the process.

The teacher used the strategy of reading aloud the text to help learners identify the structure of the text. The teacher asked questions to elicit students' identification of the *schematic structure* (Turns 1, 5, 10, and 15) giving students the opportunity to analyze and recognize what was the function of each stage. At the beginning of the previous conversation it was observed that the teacher asked students to identify the structure of the text although there was no answer given (turn 2), it led the teacher to start supporting and motivating learners to identify the structure in the text reading aloud the text line by line (turns 4, 9, 14, 17) and having students follow the reading and identifying the structure.

Transcript 9 also represents how the teacher read the text among the class, doing a *detailed reading*, motivating students to recognize the characteristics of an explanatory text.

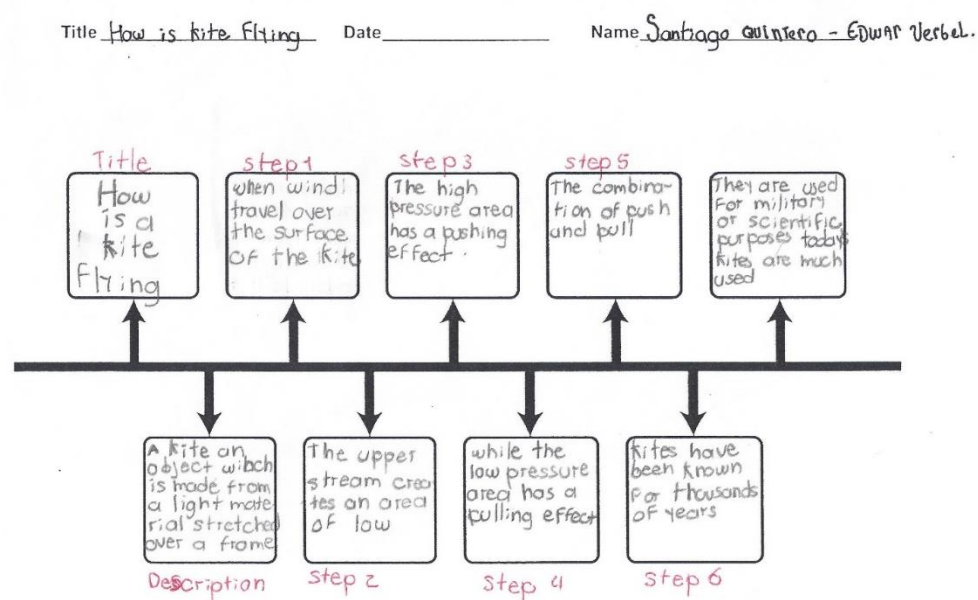
Before starting this session (Detailed Reading) students were presented a picture of the structure of the text, teacher's intention was to show learners the schematic or generic structure of explanatory texts and at the same time to explain learners the function of each stage as it unfolded. See the following transcript.

Transcript 1. Familiarization with the schematic structure

- 1 T *"I know you are already familiarized with the... structure of the explanation texts but anyway I wanted to... review and remember what is the eh hh ...structure of an explanation text, in this case we have an example, eh hh... we have an example ' how food is digested'".*
- 2 T *(the teacher continued explaining) Here we have the title as it is shown in this example, the title this one (pointing at the title shown on the board,). We have a definition... Some of the text... explanation texts have a definition of the phenomenon and it is also eh hh hh... recognized as the... introduction of the phenomenon right*
- 3 T *"Then, we have a description of the elements of the process, then we have the process of the sequenced of steps as we talked yesterday and the application that can be a conclusion, can be an advice it depends, it may vary but we need a concluding paragraph. It can be an advice, it can be an application, it can be a conclusion of the idea, of the general idea of the process and sometimes the text is closed with a question "*

Also, Picture 1 shows how learners identify the schematic structure of the text "How is a kite flying", recognizing the phenomenon, the steps and the conclusion as the main stages and extra information provided in the text, as it can be observed in the picture below.

Picture 1. Schematic structure identification from case students.



From these evidences, it is suggested that the implementation of scaffolding during the R2L cycle was a useful strategy to teach students approach to reading. R2L cycle provided learners with strategies and resources to read a text by identifying the structure of the text.

Second, scaffolding a text also allowed pupils to learn the strategies that the teacher indicated and used. One of the strategies learners used was identifying the language and the structure through the use of symbols or patterns. For instance, in the following transcript learners were asked to identify the conjunctions.

Transcript 10. *Identification of Language Patterns (Conjunctions)*

- 1 T *in the text... in the text... we are going to identify... we are going to identify the conjunctions*
- 2 S1 *What is it?*
- 3 T *Identify the conjunctions in the text...lo que ustedes crean que son las conjunctions*

4 T ¿Cómo las van a identificar?... *circle the conjunctions*

Learners were also asked to identify the stages of a text by underlying them with different color as a way to familiarize them with those strategies to consider before and while reading a text. The use of those mediation strategies led learners to use them in the final task. Comparing the evidences obtained from the application of the reading tasks (Appendix 10) in the diagnostic task learners did not use any of the strategies used during the application of the R2L cycle. However, in the final task, it could be observed that learners became familiar with the strategies provided and started using them as they underlined the structure, and the language features of the text.

For example, it was perceived in the final reading task that learners used most of the mediation strategies used by the teacher. First, learners underlined the parts of the text without any instruction given. Second, they also highlighted some language patterns presented in the text. In this final task students did the reading task without teacher's contribution or help which portrayed a significant progress in students' performance in reading since it was evident that they started to use the strategies. Students were not given any instruction before the application of the task. However some of them applied some the strategies used during the Joint Construction while the teacher was scaffolding the reading. This insight is supported by the data collected from the final interview. The following transcript also shows the teacher's instruction to help learners use the mediation strategies to recognize the schematic structure of the text.

Transcript 11. *Mediation strategies*

- 1 T 'Ok the title. Now we are going to identify the phenomenon, so the introduction of the phenomenon can be a sentence can be a paragraph and we are going to identify the phenomenon **drawing a triangle**, draw a triangle, in the phenomenon you draw a triangle'
- 2 S1 'Teacher... at the start of the phenomenon or at the end'

- 3 T 'at the beginning of the phenomenon'
- 4 S2 Pero lo ponemos al principio de la palabra aquí chikitico
- 5 T Yes, now we are going to identify the sequence of events or the steps of the process, in each step you **draw a circle**, one step you draw a circle, another step you draw another circle, another step you draw another circle
- 6 S3 Donde teacher?
- 7 T At the beginning of the step
- 8 T 'finally, **draw a square** for the concluding paragraph

There was another significant view in this study, from the evidences collected of the reading tasks applied, picture #2 bellow shows the Diagnostic reading task and there is no evidence of strategy use. On the other hand, pictures #3 and #4 shows how learners managed to identify some aspects of the text using one of the strategies provided by the teacher (underlying) such as: the phenomenon, the steps of the process and some language features like connector, conjunctions and grammar patterns.

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Date: 14-04-16

• Reading Comprehension 8 Level 4

Directions: Read the passage. Then answer the questions below.

Where does chocolate come from? Believe it or not, it grows on trees. Not as a sweet chocolate candy bar wrapped in foil, but as a cocoa bean.

These cocoa beans grow on a cacao tree, which is found in tropical areas such as Central and South America. The fruit of these trees are called pods, and they are long and hard. Inside the pods is a soft, white pulp that surrounds the thirty or so seeds. These seeds are what we call cocoa beans. They are very hard and bitter to the taste.

To make chocolate, people start by carefully taking the beans out of the pods, still covered in the white pulp, and leaving them in a bucket. The bucket is often covered with banana leaves and left for anywhere from a few days to a few weeks. This process is called fermenting. Then the beans are left to dry in the sun. Fermenting and drying the beans makes them less bitter. Then the beans are shipped to a factory to be turned into chocolate.

At the factory, beans are roasted in ovens to bring out their flavor. After roasting, the outer covering of the bean is removed. The inner bean is then crushed to form a paste known as chocolate liquor.

From this paste, people can either make cocoa powder or the chocolate we buy in stores. To make cocoa powder, the paste is crushed and pressed repeatedly to remove the fat, leaving behind only a dry, ground powder. To make chocolate, people need to add other ingredients to the paste such as milk, sugar, and cocoa butter. They then mix and heat the concoction several times to create a substance we would recognize as chocolate. It may even have fruit, nuts, or candy added to it before it is molded into a shape.

Considering all that must happen to turn a bitter cocoa bean into a chocolate bar, a dollar seems like a small price to pay for such a delicious sweet treat.

Questions

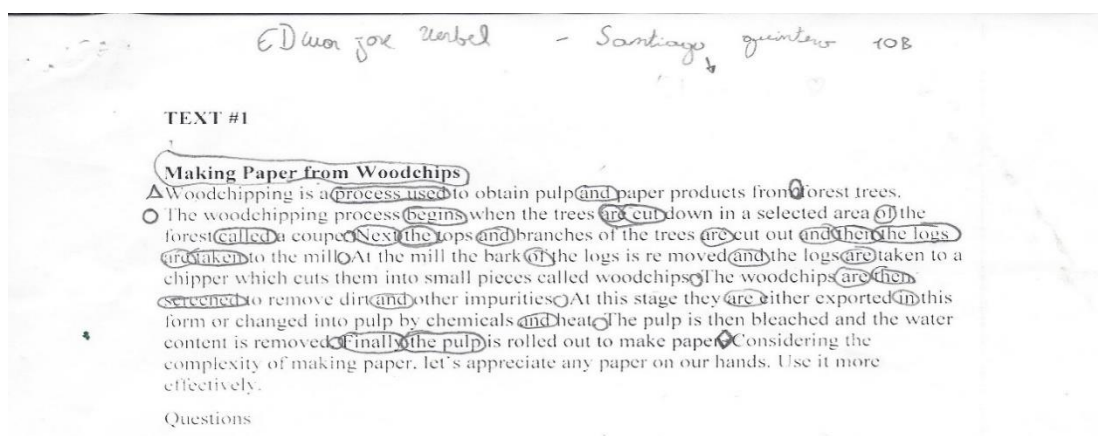
1) To make chocolate, what is the first thing people must do to the cocoa beans?

☒ A. leave them in a bucket
☐ B. roast them in an oven
☐ C. dry them in the sun
☐ D. ship them to the factory

2) After reading this passage, what can the reader conclude about chocolate?

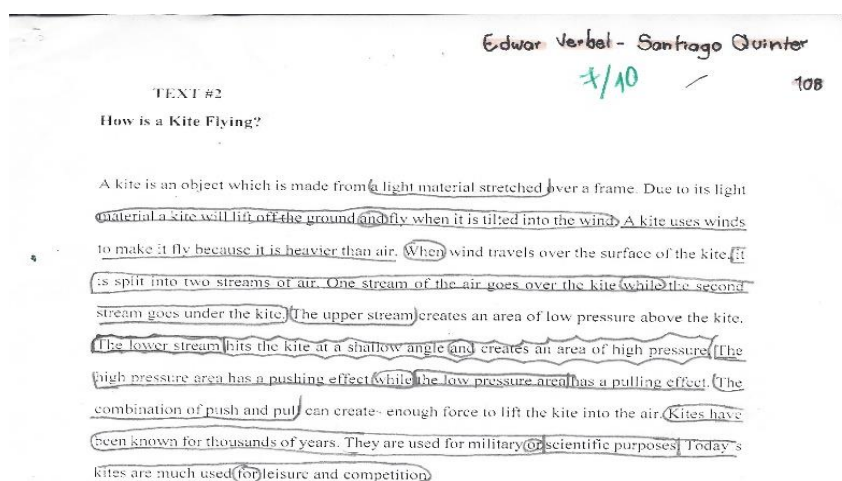
☒ A. Chocolate is only made in Central and South America.
☐ B. People could make their own chocolate at home.
☐ C. There are many steps involved in making chocolate.
☐ D. It is too expensive to make chocolate.

Picture 2. Evidence of the Diagnostic Reading Task from case students.



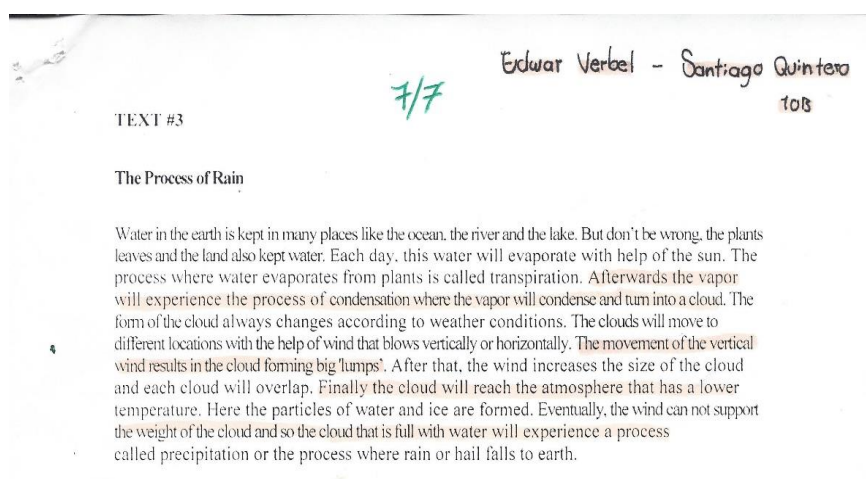
Picture 3. Evidence of the Reading Task 1 from case students.

Pictures 3 shows how the schematic structure was identified using figures (circle, triangles square and diamond), as was taught to them during instruction (see Appendix 5, Texts 1). Also, the language features were identified by circling. All of this was made with the teacher's help and mediation.



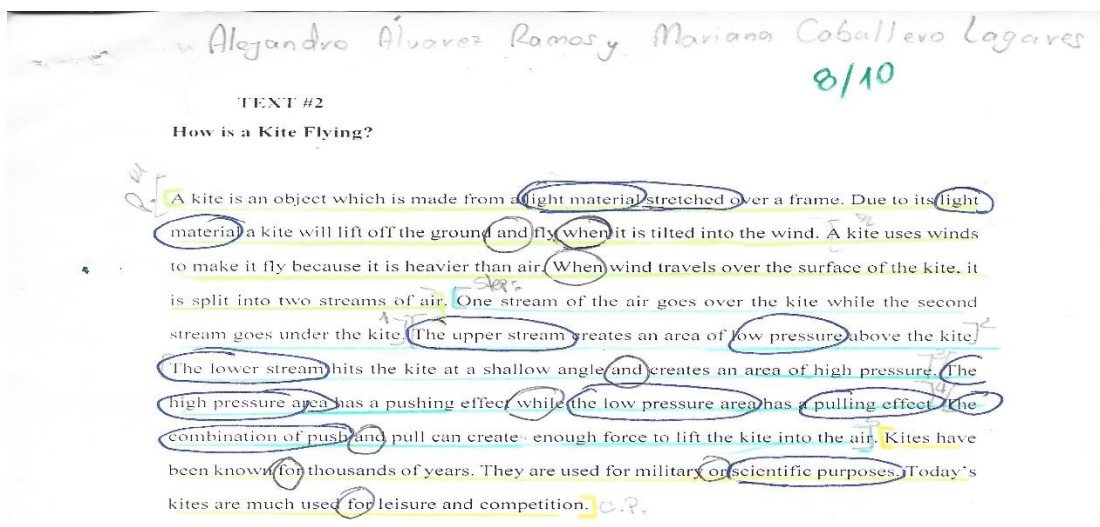
Picture 4. Evidence of the Reading Task 2 from case students.

Picture 4, shows that learners used some of the strategies used by the teacher to identify some elements of the schematic structure of the text. In this example, learners used highlighters to underline and identify the steps of the process and some connectors, teacher's support was not provided in this task.



Picture 5. Evidence of the Final Reading Task from case students.

Thus, in the application of the second reading task, Picture 5 was also analyzed and students were given some instructions to identify the structure and the features of the text and they did as indicated by the teacher. They had to identify the different stages of the text using different colors and they circled the language patterns indicated. It is observed in the example below.



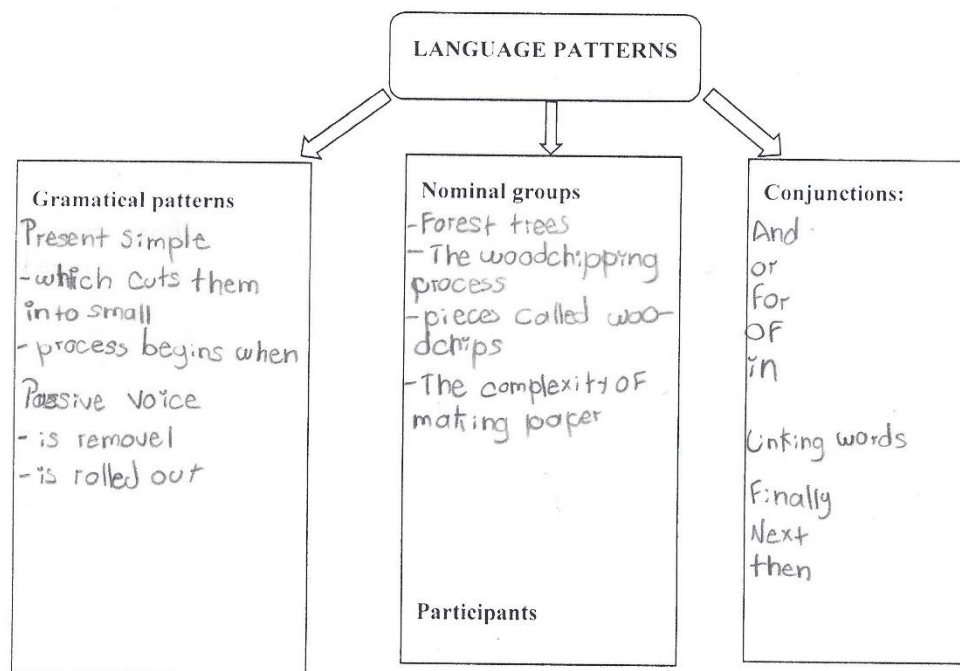
Picture 6. Evidence of the Reading Tasks 2 non- case students.

In the final reading task, the identification of the structure of the text took place. As it can be observed in the picture, some of the parts of the text were underlined, the parts underlined were analyzed and it was noticed that the case students underlined the steps or the sequence of events of the process. This demonstrated that using scaffolding in reading had an effect on learners understanding as they used various strategies to scaffold themselves in reading the texts. Picture 6 above also supported in the final interview done to the case students; when pupils were asked whether they identified or not the structure and the features of a text one of them affirmed that he did it. Also, Picture 7 shows how learners identified the language patterns from the text “Making Paper from woodchips”.

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Santiago Quintana

Appendix #2

Directions: Identify the grammatical patterns and the language features from the text.



Picture 7. Evidence of the identification of language patterns- case students

5.4. Learners' perceptions about the effect of the implementation of the reading to learn cycle.

Learners' perception and learners' experience in the implementation of the R2L approach was an important issue in this study. Two main points will be presented in this section: 1) learners' perceptions of their own reading process and 2) learners' perceptions towards the implementation of the reading to learn cycle.

5.4.1 Students' perception of their reading process.

The case student 1 (Jose) affirmed that he had not had many advances in reading. He claimed that his reading process had been the same 'igual' (turn 8) so he had not noticed many advances at all. On the other hand, Luis said that he had improved a lot his reading process and actually he has applied some strategies that has helped him to enhance his reading comprehension and also the four skills.

- 7 R How do you describe your Reading comprehension performance?
 8 Jose Pues, my reading comprehension process has been the same because I say I don't love Reading but I am not that apathetic to read I just read important things for me.

The transcript bellow shows Luis's perception about his Reading process affirming his improvement in reading comprehension, he is conscious of his learning and how he has improved (Turn 22)

- 15 R How do you describe your Reading comprehension performance?
 16 Luis No, I have improved a lot, before I did not know what the text said, I understood nothing.
 17 R What do you think has made this process improve?
 18 Jose The English course
 19 R Are you in an English course? And in that course do you read a lot?
 20 Luis To read, to write, to interpret
 21 R ¿qué otra cosa has hecho tú o ha pasado que tú crees que ha mejorado tu proceso de lectura?
 22 Luis Ehh... música, yo escucho mucho música en inglés y pongo la traducción y ya leo la traducción y leo por ejemplo las canciones.

Identifying what strategies did learners get from the implementation of the R2L cycle implies to look back at the strategies they used before the Genre- based Approach was applied and then to compare them with the strategies they learnt to use through the reading to learn cycle. When students were asked about the strategies they used for reading they answered: Jose basically reads the questions before reading the text, read the title and look at the images (turn 4). On the other hand, Luis claimed that he had to translate all the words to understand.

- 3 R ‘Which strategies you use when you read?’
 4 Jose ‘the first thing I do it depends if it is a book, I read it if it is a paragraph with some questions, first I read the questions to focus on the questions and then I read to answer the questions. In a text the strategies that I used is that I read the title, if there is any image I analyze it too and then I read the text’.

Also, Jose emphasized in the inferring from the title and the images from the text. Luis seems to understand reading as the translation and memorization of the unknown words (turn 12), he also used underlying as a strategy in reading.

- 11 R ‘Which strategies you use when you read?’
 12 Luis ‘pues first I start translating the words and then I give a logical sense to the context’

In interview 2 both students said they had a medium level of reading comprehension, opposite to what was perceived during the diagnostic test and the results obtained as well. They said they needed to translate the unknown words to comprehend the ideas and if they don’t

understand a word it becomes difficult to comprehend the text. As it was perceived in the video, learners selected have found a strategy to use during the reading comprehension activities; they read the questions first then they answer the questions and go back to the text; this is one of the strategies they said they use.

At the beginning of the implementation of the Reading to Learn Cycle during the *Preparing for Reading* stage. To introduce the first text “Making paper from woodchips” a video about the process of making paper was presented. While the video was reproduced learners were attentive and paying close attention to it. The chosen students seemed to be confused, they did not understand the video. While watching the video students were asked to organize a series of events provided in a piece of paper (Appendix 4. Activity #1). This perception was confirmed in the interview.

Comparing the ideas given by Luis and Jose about the strategies they used for reading before the reading to learn instructional approach, it is outstanding to mention that learners grasped some strategies to use when reading. This insight is supported by Luis’ and Jose’s perceptions described in the following transcript from interview 2.

- 46 R ¿Cuándo realizaste la última lectura identificaste la estructura del texto?
- 47 Luis **si yo lo hice**
- 48 José yo no lo hice
- 49 R En el último ejercicio de lectura ¿identificaste los patrones gramaticales, las conjunciones, los conectores los participantes? ¿Como? ¿Porque?
- 50 José yo más que todo me base fue en las **conclusiones** mas no en los patrones gramaticales
- 51 Luis Yo escogí algunas **el orden** ya para facilitar el texto
- 52 José yo con **conclusiones** las ya uno tiene algo claro
- 53 R ¿Crees que la realización de estas actividades te va ayudar en tu proceso de comprensión lectora en el futuro? ¿Por qué?
- 54 Luis si bastante, por lo que he dicho antes de lo **del orden**, pues si usted tiene orden usted puede facilitar el texto y ya tiene bastante cosas a favor y menos en contra para poder resolverlo

- 55 José pues para mi si me va a ayudar puesto a que yo tengo muchas dificultades en inglés y con esta actividad que nos realizaron pues yo digo que **subí un poco el nivel de lectura en ingles**
- 56 R ¿Cuándo se les presente una actividad de lectura en ingles que van a hacer?
- 57 Luis pues lo más probable es que al principio yo empiece **subrayando el título, el fenómeno, las características del texto etc.** para guiarme, ya después ya le voy a coger el tiro a eso
- 58 José yo también así **subrayando y sacando ideas** las más importantes y sacando las **partes** dela lectura
- 59 Luis ¿Creen que las actividades que se realizaron ayudo a responder las preguntas al final?
- 60 José si porque una de la principales cosas que nos enseñaron en estas actividades fueron las conclusiones y el tema en sí y entenderlo bien y ya solo era al final responder las preguntas porque ya teníamos unas bases
- 61 Luis si porque ya con todo lo **subrayado y todo lo** visto ya uno tenía bastantes bases bastantes argumentos para responder

From this evidence, it can be said that Luis and Jose started using new strategies along with the strategies they used before the implementation of GBA. For instance, Luis said he identified the structure of the text (turn 47) while Jose said that he did not (turn 48). Also, Jose mentioned he focused his attention in the conclusion (turn 50 and 52) and Luis identified the structure of the text (turn 51, 54 and 57). Both learners also mentioned that they used the underlying strategy to understand the text (56, 58 and 61). So learners learnt how to use some of the strategies provided to them during mediation also both of them emphasize the use of the strategy of identification of the schematic structure (51, 54, 57, 58 and 61).

5.4.2. Students' perception of the implementation of the Reading to Learn Cycle.

The final interview was the main tool to identify learners 'perception about the effect of implementing the reading to learn cycle to enhance their learning process. Analysis of this interview showed that learners recognized some benefits from the implementation of GBA. Luis

and Jose said that the reading to learn cycle had a positive effect on them: it helped them to gain experience in reading, there were funny and different activities, which were useful and contributed to their reading development.

First, both case students recognized there was an effect on them through this implementation. Jose affirmed that he could learn how to analyze a text (turn 2). Further, Luis focused his answer in the grammatical patterns learnt and identified (turn 3).

- 1 R What was the effect of the R2L instructional
- 2 Jose The effect that it had is that I could learn a Little bit more and analyze the Reading in English
- 3 Luis I could learn a lot in all the things we did... I learnt to... ehh...about passive voice eh... also the present perfect, I learnt many things

Second, learners perceived the reading to learn cycle as a series of different, dynamic and funny activities, highlighting the importance of doing different things and not just reading and answering questions as they were usually asked to do. Jose for example, mentioned “Me parecieron actividades bastante didácticas...fue divertido... las socializamos a mí me gustaron las actividades...”. Also, Luis said “Me parecieron entretenidas no eran como esas actividades que llene tal cosa... eran actividades entretenidas...” (S1, I2, line 6).

Thus, the Reading activities done during the implementation of the Reading cycle were thought to be interesting and dynamic to encourage students to get involved into the reading process and to get familiarized with the field and content of the text to comprehend the text before starting answering the reading questions for each text. Then, students found it as a different way to comprehend a text easily.

Third, learners recognized the usefulness of the application of the R2L Cycle, from the interview it was construed the idea that learners found it easier to answer the questions at the end

of the cycle after doing a series of tasks and identifying the language features and the structure of the text. This view was portrayed with the answers given in the final interview. For instance, Jose and Luis said that (turn 8 and 9) the activities helped him to understand some aspects that he did not know about the text, it helped him to analyze the texts.

- 7 R ¿Crees que estas actividades te ayudaron a desarrollar tus habilidades de lectura en inglés?
- 8 Jose Como ya le había dicho si me ayudaron un poco más habían algunas cosas que no ... ósea habían algunas cosa que no sabía y por medio de estas actividades que nos hicieron aprendí un poco más... como dije antes como a analizar un poco más las lecturas específicamente de inglés.
- 9 Luis Si, ehh...habían cosas que no entendía mucho, ósea estaba como medio perdido y pues en esas actividades ya supo todo

From this evidence, it can be said that the implementation of the R2L cycle was perceived as a useful element to comprehend and analyze the texts through a set of activities or tasks.

Thus, students were asked about the usefulness of identifying the structure and the genre to improve reading comprehension. From their opinion it can be inferred that learners found the recognition of the structure of the text and its genre as a pattern to follow as a way to facilitate the reading process.

- 37 R ¿Fue fácil o difícil para ti identificar las estructuras gramaticales del texto de las cometas? ¿Por qué?
- 38 Jose si fue más fácil puesto a que ya anteriormente habíamos tenido una experiencia respecto a estas actividades
- 39 Luis Yo también opino que fue bastante fácil ya que teníamos como las bases para poder realizar eso.

Furthermore, Reading between lines the second comment, it can be said that learners recognized the application of the reading to learn cycle as an approach to improve and progress in their reading process.

At the beginning of the application of the reading to learn cycle in the Detailed Reading, students were asked to do some activities to identify the structure and the language patterns of a text called “Making paper from woodchip.” According to the reflection log done by the teacher and the analysis obtained from the video recordings, it can be said that learners were not familiarized with those kind of activities of genre and structure identification. It was perceived that they found it difficult to understand the instructions given, to identify the linking words and the conjunctions as well. However, in the joint reading session after they were asked to identify the structure of the text, the language features and patterns of the previous text, students were given another text “How a kite is flying.” At this point learners were familiarized with the structure of an explanation text and the language patterns they had to identify since a previous task was applied in preparing for reading and detailed reading sections. This stage of the cycle was easier to apply and for learners to complete the activities, learners were observed more focused on the activities and this session was completed in less time than the previous session. Somehow this is confirmed with student’s appreciation of the application of the joint reading section.

As it was mentioned before in the joint reading session, students were already familiarized with the tasks and the way activities were carried out, it was reflected that they felt more comfortable in this part of the learning cycle and they had a better performance as well.

When learners were asked about the activities and the second text provided in the joint construction session they recognized there was a progress during the implementation of the reading to learn cycle. For instance, they pointed out “*si fue más fácil puesto a que ya anteriormente habíamos tenido una experiencia respecto a estas actividades*” (S1, I2, line 38).

Students 2 also mentioned “*yo también opino que fue bastante fácil ya que teníamos como las bases para poder realizar eso*” (S2, I2, line 39).

Thus, from the evidences it can be inferred that learners’ have a good perception about the usefulness of the implementation of the reading to learn cycle, highlighting the different activities as the steps to follow to accomplish a goal, in other words, those activities facilitate their understanding and comprehension of the texts. Besides, learners underlined the importance of identifying the structure of the text so that they can understand the text easily.

Fourth, Jose also mentioned that the implementation of the Reading cycle contributed to improve their reading process (turn 54 and 55) and gained experience (turn 41 and 42) in reading process.

- 40 R ¿Cómo te sentiste haciendo la última lectura?
- 41 Jose pues ya después de haber hecho dos actividades anteriores ya nos sentíamos un ***poco más cómodos haciendo*** esta actividad ya no teníamos tanto fondo tantas fallas en esos temas
- 42 Luis **este era más fácil ya que teníamos confianza y ya muchas bases de lo practicado anteriormente entonces ya fue muy fácil**
- 53 R ‘*Do you think the application of this cycle of activities helped you in your reading comprehension process?*’
- 54 Luis **si bastante**, por lo que he dicho antes de lo del orden, pues si usted tiene orden usted puede facilitar el texto y ya tiene bastante cosas a favor y menos en contra para poder resolverlo
- 55 Jose ‘pues for me I would help me since I have many difficulties in English and with those activities that were applied to us pues I can say I improve a little my level of reading comprehension n english

Thus, it showed that case students perceived advance or progress in their Reading comprehension level which gives this investigation support to indicate that the implementation of the Reading to Learn Cycle had a positive effect on learners.

6. Discussion

The purpose of this study was to identify the effect of the implementation of the Reading to Learn Instructional Approach to help learners improve their reading ability, hopefully contributing to their future success in the Saber 11th test.

In this section I discuss the implications of findings of this study in the application of Teaching/learning cycle through different Reading Tasks. The notion of genre and the implementation of the Genre- based approaches had been widely discussed and applied, addressing mainly writing. R2L cycle developed by Martin and colleagues had been widely accepted. This instructional approach has had a great impact on teaching and learning education, it has been focused mainly in writing, but GBA principles and features make it applicable for all the skills. This study contributes to expand and confirm what has been done in other studies and what others have found.

Thus, the findings in this research suggest that the implementation of the GBA to develop reading comprehension in young learners has some implications in their reading process. Pupils were involved in a series of activities around reading tasks aiming to improve their performance in reading. The impact of this study is realized in learners' progress in reading comprehension. For instance, learners were able to improve their reading performance throughout the application of the R2L instructional approach. These results are consistent with the study carried out by Aidinlou (2012), giving explicit instruction of systemic discourse-semantic can improve students' reading comprehension. Apart from the improvement of learners' performance, it is important to identify the elements that proved this enhancement, and how this theory has been maximized in education fields.

SFL approach describes the study of language as the sharing of functional grammar and meaning of language (Boccia, 2003). Thus, this study aimed to improve learners' comprehension through the identification of explanatory texts structure, to recognize what is presented in each stage, to identify the language features, the grammatical patterns, to get familiarized and use the *metalanguage* presented in a particular schematic structure. My contribution to EFL education through this study is to ratify once again the usefulness of the GBA in teaching and learning, showing the improvement and the results gained through this study.

Besides, the experience gained by learners from the implementation of the R2L approach helped them to recognize some of the strategies to be used in scaffolding when reading. Based on Rose & Martin (2012) insights, learners became aware of the importance of these strategies across all subjects areas due to R2L approach' flexibility and its applicability to all levels and contexts. The R2L program outlined in the Rose and Martin (2012) "integrates the teaching of reading and writing across the curriculum at all level of school and beyond" (p.132). This supports this study that learners recognized the importance of these strategies provided as independent readers from all school subject areas, as they will use those strategies learnt in their reading process at school.

According to Gerrero (2008):

En el contexto colombiano y para los alcances de esta propuesta, el inglés tiene el carácter de lengua extranjera. Dada su importancia como lengua universal, el Ministerio de Educación ha establecido como uno de los ejes de la política educativa mejorar la calidad de la enseñanza del inglés, permitiendo mejores niveles de desempeño en este

idioma. (MEN, 2006, p. 1). In the Colombian context and for the sake of this proposal, English is considered a foreign language (p. 5).

As the Ministry of Education has highlighted the importance of EFL teaching and learning in Colombian school and Institutions, the MEN established in its educational policy one salient point, the quality of the teaching of English should be improved to lead Colombian learners to higher levels in their English language performance. Thus, this study can help Colombian teachers and institutions to turn their view to this approach as a way to enhance EFL teaching and learning in their schools as a way to find different alternatives and strategies to be integrated and combined to their curriculum.

The results of this study indicate that there were some elements of the R2L instructional approach that helped improve learner's reading comprehension. Thus, scaffolding the text and making the grammatical features and the language patterns explicit helped learners to develop a higher level of reading comprehension. For instance, during the *detailed reading* most of learners were not able to recognize some of the language features presented in the text, they were not familiarized with concepts like conjunctions, nominal groups and linking words which gives this study more significance since they did not just learn about meaning but also the identification of language patterns presented in the text. These findings are related to Unsworth (2002) position that making the language patterns evident helped learners to understand the *meta- language* concepts and use them in classroom interaction, although this understanding of the function of the language and the use of the *meta- language* is reached throughout the experience gained in the teaching/ learning cycle.

When the teacher helps students being aware of the language patterns and the ‘*schematic structure*’ of a text, it gives a sense of familiarization with the genre and consequently an understanding of the text. Acevedo & Rose (2007) state “A text only makes sense if we know something about its topic and how it is organized. This is how we recognize what is happening at each stage of the text” (Pen 157). This insight is strongly related to my study because in the preparing for the reading phase, learners were familiarized with the schematic structure, and the field of the text was built among the class, which may have helped learners to construct meaning and gain knowledge based on the back ground information they had.

Besides, in this study learners were also aware of the function of the grammatical patterns and the identification of connectors, conjunctions and nominal groups displayed in the text, and were also able to recognize the structure of explanatory text and its variations. It can be concluded that 10th graders’ progress in reading comprehension occurred due to the application of the teaching/learning cycle, particularly the two case study learners who were able to recognize the structure of an explanatory text and its variations as the text is unfolded. Students’ recognition of lexicogramatical patterns was observed in the final reading test in which pupils used the strategies applied by the teacher during the *joint reading* while scaffolding the text, portrayed in learners underlining and circling the structure and the language patterns from the text such as words related to the field, connectors, the phenomenon, the steps of the process. These findings are consistent with Unsworth (2002), who highlighted the importance of making emphasis on helping students be aware of the grammatical forms involved to assist them in reading. Genre pedagogy theory was also used to identify the key language features of the text type. Through the identification of the generic structure of explanatory texts, the teacher adopted a role of facilitator by supporting pupils in recognizing the ‘structure move’, indicating them to

underline or identify with a symbol the stages of the texts. This provided students with confidence towards their own reading process, and made them aware of the structure to be unfolded in the text.

Teaching/ Learning instructional Approach has been commonly used in genre pedagogy to give learners support while scaffolding the text, throughout the stages of the cycle as students work towards understanding the sequence of steps recognizing the expected language or lexical patterns to be explored in both functional and linguistic views (Flowerdew, 2000). Scaffolding was of a great importance to this study and it is quite related to the finding due to the fact that the role played by the teacher in the *joint construction* stage was to support student's recognition and analysis of the text structure and the lexicogrammatical features to help students get familiarized with. This was done through scaffolding, during the detailed reading the teacher and students focused mainly on the phases and the language choices made to fulfill the purpose of the text. I focused on the idea of having students identifying the phases of the text since I consider the key elements to emphasize are each of the phases of the text. Once pupils get familiarized with the structure and the language patterns, the text becomes easier to comprehend.

Burns (1999) describes the role of the teacher in genre pedagogy as the one who supports learners in using the *meta- language* to talk about the texts and refer to the *schematic structure* during the *joint construction*. This view is consistent with this study because the teacher stimulated learners to use the *meta-language* by asking them questions about the schematic structure in the text being analyzed. For instance, most of the transcripts described in chapter 5 illustrated how teacher scaffolded the text reading in detail the sentences and having students identifying the structure. Besides, the teacher also promoted interaction while guiding learners

through genre analysis. This gave students and teacher the possibility to interact using the target language.

This type of interaction observed during the *joint construction* is called (IRF) Initiation – Response – Feedback. In IRF interaction the teacher initiates the conversation and the pupil gives the response, then the teacher gives a feedback. Sinclair and Coulthard (1975) state that “the IRF sequence (teacher interaction-students response-teacher feedback)” (p.796). IRF interaction demonstrated a slight significant advance to recognize learners’ familiarization with the *meta- language* representing a starting point to help learners improve reading comprehension of the text they were exposed to. For instance during *joint construction*, the reading text “*How is a kite flying*” after students and teacher review the ‘*schematic structure*’ of the text, it was observed few interaction between the students and the teacher in which they had the opportunity to answer some questions related to the *metafunctions* of the language features used in the texts. The teacher asked some questions and the pupil answered, then feedback was given if it was necessary by saying ‘yes’ or asserting and stressing what the student had just said.

The genre based pedagogy involves scaffolding as the teaching/ learning cycle displays a series of stages which require teacher’s support and motivation. As students’ progress is evident during the stages, teacher reduces support until they become independent readers. Crane (2006) in his study ‘Modelling a Genre- based foreign language curriculum describes a genre based pedagogy as an instructional approach in which ‘scaffolded support’ of modelling and text deconstruction, directed towards students’ independent construction of the text focusing on writing. Crane’s findings are similar to the findings from this study since both depict the ‘scaffolded support’ given by the teacher to guide learners in text deconstruction helping them become independent readers.

As it was mentioned above, genre-based approach involves recognizing the generic structure and its possible variations and learners' awareness of it. Nattinger and DeCarrico (1992) mentioned that '*the variety of key lexical phrases*' should be explicit to learners and the '*structure move and its variations*' are recognized typically, in Flowerdew (2000). In this study, 'the variety of key lexical phrases' discussed by Flowerdew supported the view and highlighted the importance of making explicit the language features through scaffolding reading. Thus, in this study the teacher identified the structure and the language patterns of the text during the detailed reading and the joint construction stage reinforcing the strategies proposed to scaffold the text. Hence, linking language forms with the meaning presented in the text, offers a *metalanguage* which can help learners establish relationships between language and content (Byrnes, 2009). This study responds to this view because the teacher used the metalanguage to help learners make connection of then language patterns used with the field and the schematic structure of the text, it also may have given learners a sense of awareness towards the language learnt.

Systemic functional linguistic theory studies the function of the language and its connection with the content and the culture, also the interest to understand the relation between language and context. This has made Genre-Based Pedagogy to be widely discussed and employed in educational fields. To support this insight, Byrnes stated (2009) "SFL is a theory of language that links language forms with the meanings they present, and it offers a metalanguage for talking about language that can help learners relate language and content" (p. 26). SFL also allows teacher to increase learner's understanding progressively how a text works being aware of the systemic notion of genre.

Finding from this research can confirm that the impact of teachers using *metalinguage* to make the structure explicit, helped pupils make the content more explicit throughout each stage. For instance, if I think in learners' performance during the application of the R2L cycle, students were able to analyze the text within his schematic structure and language patterns through an instructional approach led by the teacher as a way to provide a 'scaffolded support' for pupils to comprehend the text (Cope and Kalantzis 1993a). According to Crane (2002) "the students analyze the text according to its schematic structure and dominant lexicogrammatical features through individual assigned homework and in- class group and whole-group discussions in which students recount and interpret the event" (p. 240). This study responds to these authors' views in that learners were exposed to whole-group discussion to analyze structure and lexicogrammatical features from the text, helping learners comprehend the function of the stages and build understanding throughout the whole text.

From this study some constraints appeared about the experience of teachers and learners in the classroom. First, students are not engaged with reading. In most classroom settings, lack of motivation is perceived among pupils and they seemed not to be engaged in their learning process, it was found that learners were not willing to engage or be active participants in classroom learning. This is a very common limitation in most of classroom environments. Rose and Martin (2012) experienced the same problems with indigenous students in their '*Scaffolding Reading and writing project*' at the Sydney school. Also, this was experienced during the implementation of the R2L cycle, some of students were less eager to interact in classroom learning, and few students seemed to be engaged in responding to the classroom questions.

Second, from this study an inquiry emerged, are teacher preparing students for reading? Sometimes teachers believe that by giving students a text with some questions to answer reading

comprehension is being promoted. The application of R2L approach helped me recognize the importance of supporting students during the implementation of this instructional approach to enrich their learning and allow them grasp all the information needed to succeed in the reading task. Unfortunately, in large classes as the one chosen for this study, teachers miss information about students' learning and how each individual is enriching his process, making difficult to follow individual learning process. This is consistent with Rose and Martin's view "Teachers are very largely cut off from information about what individual students are learning. Because of the numbers of students that teachers have to manage simultaneously" (2012, p.139).

7. Conclusions

This study was of a great significance for my personal experience, for learners involved (especially the case students), for schools and for Colombian contexts in general. First, there were some benefits gained from this study, the knowledge and experience the researcher obtained is of a great extent since it allowed me to recognize the importance of supporting learners throughout all the activities and building understanding by scaffolding strategy. This study helped me to understand the enormous importance of assisting students in learning and learners to feel supported by the teacher.

The implementation of the Reading to Learn Instructional Approach had a significant effect in learner's reading comprehension process, some of the reasons that support this view will take place in this chapter. The main effects identified are the following: the overall reading performance of learners, the reading development of learners improved in a significant amount as it increased gradually throughout the implementation of the R2L Cycle. Learners enhanced their reading development from the first reading task until the last one, the group mean score was 2,55 in the diagnostic reading then, this score gradually started increasing as students got involved in the development of the R2L Cycle, the group mean score increased to 3,44 in the final reading task and none of the learners was ranged with a low score which means that 2 pairs were not proof of the positive effect of the Reading to Learn Cycle. A similar tendency was shown in the findings for the case students.

Reading performance of case student's results also showed a gradual consistent advance. R2L cycle had valuable impact on case students. They started with a low score in the diagnostic task (2,0) and ended with a high score (5,0) in their reading performance. The reason of these

improvements is the implementation of the reading to learn instructional approach and the implementation of strategies as the use of the metalanguage and teacher/students' interaction as the text unfolds.

The use of metalanguage was an influential tool to support learners in acquiring new knowledge and identifying the importance of understanding the function of the language features. Besides, the use of the *metalanguage* helped the teacher to mediate understanding as students get familiarized with the language features of the text as it is unfolded and the context. The teacher used the metalanguage as the tool to make learners' aware of the schematic structure and the language features of the text, recognizing all the elements through the use of wordings.

Furthermore, the effect of *detailed reading* in learners' reading development is of a great importance. Detailed reading strategies are crucial to support learners in comprehension and in the use of the *metalanguage* while the text was scaffolded. Helping students Understanding the features of the text is how the metalanguage serves its purpose in reading to learn cycle while making learners aware of the knowledge they got.

Therefore, through the use of the metalanguage the teacher elicited students to develop IRF interaction in classroom discussion analysis of the text studied. The IRF interaction took place as the text was scaffolded by the teacher among the class by the use of mediation strategies. Although scaffolding was the main strategy used in the *detailed reading*, it was a temporary strategy reduced as learners developed independence in reading. Support in reading was as learners got experience in reading.

Learners' perception about the effect of the implementation of the R2L cycle was analyzed since two different perspectives: learners' perception on their own reading process and

learners' perception towards the implementation of the R2L cycle. First, learners perceived some advances in their reading process due to the adoption of the mediation strategies learnt during the reading to learn cycle. By the end of the implementation, it was also recognized that learners used some of the strategies provided in the *detailed reading* along with their own strategies to understand the text. It is clear therefore that learners started using different strategies from the ones they used before the GBA.

Learners perceived the implementation of the reading to learn approach as a positive effect and recognized its benefits. Learners' perception conclusions were drawn based on the following findings: usefulness of the mediation strategies, contribution of R2L cycle to their reading development. Learners perceived as the implementation of the reading to learn cycle as a helpful tool to facilitate reading analysis and understanding. The implementation of the cycle helped learners gain experience throughout the reading tasks since it provided them with some strategies that they learnt to use and gain experience doing it.

Moreover, learners perceived the reading to learn cycle as funny and dynamic activities that fostered student's motivation as being different and diverse.

7.1. Pedagogic implications

The pedagogical implications suggested in this study are based on the teacher's perception about the effect of implementing R2L instructional approach. First, teachers need to be aware of the importance of mediation strategies to develop reading comprehension which could help them to plan and prepare interaction among the class while eliciting learners'

participation and analysis of the language features of the text. A conscious planning of the Reading to Learn cycle should be a principle of GBA.

Second, teachers need to know the principles and features of the Genre- based approach to provide learners with all the tools and strategies needed to understand a text. Teachers should guarantee that the application of the reading to learn cycle is well planned and organized so all the details are considered. This can help teachers to improve their teaching practices so that they can support their learners in the reading to obtain better results in the Saber 11°.

Also, Learners need to be aware of the importance of reading to learn cycle implementation and the benefits they will get from it, the purpose and objective of the study. It is important to prepare learners for the application of the Reading to Learning cycle so that learners could understand the reasons why the teacher do certain activities and the way the teacher approaches the class, even more important to know the objectives to be aware of what is expected from them so teacher and learners can work together to reach a common goal.

Apart from that, teachers support should be gradually reduced as learners get confidence in reading. Scaffolding is a valuable tool that emphasizes building the understanding of a text. Teachers should meet all the conditions necessary and give learners all the resources needed to improve the understanding of a text. This support given by the teacher should be gradually reduced as learners get independence and get experience in reading.

7.2. Methodological implication

Private and public school and institutions should guarantee educational programs to

promote teachers training in reading instruction. Teacher's support among them could change their teaching practices as they could identify their strengths and weaknesses. Also, teachers need to be aware of different approaches to reading instruction and be conscious of the importance of changing their minds, perspectives and their practices towards reading instruction.

7.3. Limitations

In all background settings learners are not willing to engage actively in classroom learning and a minor number respond and participate in classroom interaction. Also, if learners are not engaged in classroom interaction being active participants, it could not help to meet the objective of the class. Besides, teachers are very likely to miss information about learners' development and interaction due to the large classes. As teachers have to deal with a large number of students at the same time, it could be a limitation to follow closely individuals' learning.

7.4. Further studies

This study was concerned with effect of R2L Cycle and the perception learners have towards this implementation, it could be of great importance also to focus this study towards teachers' perception or beliefs of the implementation of the Genre-based approach. This study also can be focused in the influence or effect of pair/group work in the implementation of Genre-based approach.

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Appendixes

Appendix 1.

Initial Interview to Case students

Entrevista 1

Objetivo: Identificar cómo leen los estudiantes y qué estrategias utilizan cuando leen.

1. ¿Cómo describes la forma en que lees?

How do you describe the way you read?

2. ¿Qué estrategias de lectura utilizas cuando lees?

What strategies do you use when Reading?

3. ¿Qué nivel consideras tu que tienes de comprensión lectora en inglés?

What level of Reading comprehension you consider you are?

4. ¿Cómo percibes tu proceso de lectura? How do you perceive your Reading process?

Transcript 1 Interview 1

Turn	Person	Questions and Answers
1	R	¿Cómo describes tu proceso de lectura? ¿cómo describes la forma en la que lees?
2	S1	Yo la forma en que yo leo es.. una forma en la que primero leo el texto, leo el párrafo analizo el párrafo y después eh.. si algunas palabras no algunas cosas no entiendo las averiguo, las averiguo en el momento o las averiguo después buscando en internet.
3	R	¿Qué estrategias de lectura utilizas cuando lees?
4	S2	Ehhh... lo primero que hago eh... depende si es una obra pues me la leo, si es un párrafo que tiene algunas preguntas primero leo las preguntas para enfocar en la pregunta y después leo para darle respuesta a la pregunta, en un texto la estrategia que utilizo leo el título si me dice algo eh.. si hay imágenes también las analizo y ya por último si yo leo.
5	R	¿Qué nivel consideras tu que tienes de comprensión lectora en inglés
6	S1	El nivel mío de comprensión lectora es un nivel intermedio pues porque no me considero ni tan bueno ni tan malo ni tan malo ni tan malo ósea lo normal
7	R	¿Cómo percibes tu proceso de lectura?
8	S1	pues mi proceso de lectura ha sido igual porque yo digo que no soy un amante a la lectura y tampoco no soy tan dejado a la lectura solo leo cosas que son importantes
9	R	¿Cómo lees?
10	S2	Pues primero voy traduciendo las letras y las palabras y después le doy una lógica al contexto.
11	R	¿Qué estrategias de lectura utilizas cuando lees?
12	S2	Pues subrayo las palabras desconocidas y leo las palabras anteriores o las que le siguen para poder averiguar cuál es esa. Voy dejando liniecitas debajo de las palabras para guiarme para memorizar.
13	R	¿Qué nivel consideras tu que tienes de comprensión lectora en inglés
14	S2	Mediano. Un nivel medio
15	R	¿Cómo percibes tu proceso de lectura? ¿Crees que ha cambiado o ha sido igual?
16	S2	No, he mejorado bastante, antes no sabía que decían, no entendía nada

17	R	Que crees tú que ha hecho que ese proceso mejore?
18	S2	El curso de inglés
19	R	Tú estás en un curso de inglés? Y en ese curso de inglés te ponen a leer bastante?
20	S2	a leer, a escribir a interpretar
21	R	¿qué otra cosa has hecho tú o ha pasado que tú crees que ha mejorado tu proceso de lectura?
22	S2	Ehh... música, yo escucho mucho música en inglés y pongo la traducción y ya leo la traducción y leo por ejemplo las canciones.

Appendix 2.

Final Interview to Case Students

Entrevista 2

Objetivo: Identificar la percepción de los estudiantes de grado 10° sobre el efecto de Reading to learn instructional approach.

1. ¿Qué efecto tuvo en ti la aplicación del ciclo de instrucción de lectura?
2. ¿Cómo te parecieron las actividades de lectura desarrolladas?
3. ¿Crees que estas actividades te ayudaron a desarrollar tus habilidades de lectura en inglés?
4. ¿Cómo identificabas las estructuras gramaticales en los textos?
5. ¿Fue difícil para ti la comprensión de la primera lectura del proceso de hacer papel?
6. ¿Crees que la identificación del género textual y la estructura de un texto te ayuda a comprender mejor?
7. ¿Crees que la identificación de los patrones del lenguaje, las estructuras gramaticales te ayudó a comprender mejor el texto de hacer papel con trozos de madera?

8. ¿Se te hizo fácil o difícil la identificación de los patrones gramaticales, los grupos nominales, los participantes, las conjunciones y los conectores en el texto de cómo hacer papel?
9. ¿Fue fácil la identificación de cada uno de los pasos y la secuencia de la lectura de como vuela una cometa?
10. ¿Fue fácil o difícil para ti identificar las estructuras gramaticales del texto de las cometas? ¿Por qué?
11. ¿Cómo te sentiste haciendo la última lectura?
12. ¿Fue fácil o difícil para ti realizar la última lectura? ¿Por qué?
13. ¿Cuándo realizaste la última lectura identificaste la estructura del texto?
14. En el último ejercicio de lectura ¿identificaste los patrones gramaticales, las conjunciones, los conectores los participantes? ¿Cómo? ¿Por qué?
15. ¿Crees que la realización de estas actividades te va ayudar en tu proceso de comprensión lectora en el futuro? ¿Por qué?

Transcript 2 Interview 2

1	R	¿Qué efecto tuvo en ti la aplicación del ciclo de instrucción de lectura?
2	S1	El efecto que tuvo esto es que pude aprender un poco más y analizar un poco más en la lectura en inglés
3	S2	También pude aprender demasiado en todo lo que hicimos... aprendí a... ehh... lo de passive voice ehh... también el presente perfecto, aprendí bastantes cosas.
4	R	¿Cómo te parecieron las actividades de lectura desarrolladas?
5	S1	Me parecieron unas actividades bastante didácticas y no fueron tan, tan así a la norma si no que fue algo que se realizó... fue divertido, la socializamos pues a mí me gustaron las actividades
6	S2	Pues ehh... me parecieron entretenidas no eran como esas actividades que como siempre que llenen tal cosa sino que nos ponían a hacer otras cosas entretenidas
7	R	¿Crees que estas actividades te ayudaron a desarrollar tus habilidades de lectura en inglés?
8	S1	Como ya le había dicho si me ayudaron un poco más habían algunas cosas que no ... ósea habían algunas cosa que no sabía y por medio de estas actividades que nos hicieron aprendí un poco más... como dije antes como a analizar un poco más las lecturas específicamente de inglés.
9	S2	Si, ehh... habían cosas que no entendía mucho, ósea estaba como medio perdido y pues en esas actividades ya supo todo
10	R	¿Cómo identificabas las estructuras gramaticales en los textos?
11	S1	Ninguna, no tenía ninguna estrategia para esto
12	S2	Yo iba subrayando con un resaltador pues lo que me pedían
13	R	¿Fue difícil para ti la comprensión de la primera lectura del proceso de hacer papel?
14	S1	Para mí sí, no se para mi compañero, pero para mí si siempre se me ha dificultado analizar o entender lecturas en ingles
15	S2	Para mí también fue difícil por lo que fue un video y pues me perdía mucho en el tema en el texto mientras hubiera sido un escrito ya hubiera sido otra cosa diferente
16	R	¿Crees que la identificación del género textual y la estructura de un texto te ayudan a comprender mejor?
17	S2	si porque tiene como un orden y si uno sigue el orden le queda más fácil pues entender el texto
18	S1	Opino lo mismo que mi compañero, al igual que mi compañero si porque ósea uno se va guiando en los pasos que nos dan





19	R	¿Crees que la identificación de los patrones del lenguaje, las estructuras gramaticales te ayudó a comprender mejor el texto de hacer papel con trozos de madera?
29	S2	si, si me ayudo bastante para resolver las actividades porque como le digo que el orden ayuda bastante en las cosas las facilita
30	S1	a mí también me ayudo porque al uno identificar eso lo que usted dice de passive voice y ya tener algo más concreto más contextualizado ya uno se va guiando mejor

31	R	¿Se te hizo fácil o difícil la identificación de los patrones gramaticales, los grupos nominales, los participantes, las conjunciones y los conectores en el texto de cómo hacer papel?
32	S2	fue fácil porque anteriormente habíamos pues hecho todo eso y lo que tocaba hacer era pasarlo a los cuadritos
33	S1	Para mi compañero si fue fácil para mi si fue un poco más difícil pues porque todavía no había entendido un poco bien eso y el me explico y ahí yo pude entender un poco más y afianzar un poquito más ese tema.
34	R	¿Fue fácil la identificación de cada uno de los pasos y la secuencia de la lectura de como vuela una cometa?
35	S2	Empezaba primero por el título, el fenómeno y después las explicaciones los pasos... fue fácil ya que lo hicimos anteriormente con la fabricación del papel con lo de la cometa fue más fácil
36	S1	
37	R	¿Fue fácil o difícil para ti identificar las estructuras gramaticales del texto de las cometas? ¿Porque?
38	S1	si fue más fácil puesto a que ya anteriormente habíamos tenido una experiencia respecto a estas actividades
39	S2	Yo también opino que fue bastante fácil ya que teníamos como las bases para poder realizar eso.
40	R	¿Cómo te sentiste haciendo la última lectura?
41	S1	pues ya después de haber hecho dos actividades anteriores ya nos sentíamos un poco más cómodos haciendo esta actividad ya no teníamos tanto fondo tantas fallas en esos temas
42	S2	este era más fácil ya que teníamos confianza y ya muchas bases de lo practicado anteriormente entonces ya fue muy fácil
43	R	¿Fue fácil o difícil para ti realizar la última lectura? ¿Por qué?
44	S2	Fue fácil ya que era corta... la otra cosa es que teníamos ya las bases del título del fenómeno y las organizaciones y eso ya es más fácil interpretar el texto
45	S1	pues si ya la última lectura fue un poco más corta y ya teníamos herramientas o bases para hacerla y se nos facilitó y nos acomodamos un poco más haciendo esta actividad
46	R	¿Cuándo realizaste la última lectura identificaste la estructura del texto?
47	S2	si yo lo hice
48	S1	yo no lo hice
49	R	En el último ejercicio de lectura ¿identificaste los patrones gramaticales, las conjunciones, los conectores los participantes? ¿Como? ¿Porque?
50	S1	yo más que todo me base fue en las conclusiones del texto mas no en los patrones gramaticales
51	S2	Yo escogí algunas el orden ya para facilitar el texto
52	S1	yo con las conclusiones ya uno tiene algo claro
53	R	¿Crees que la realización de estas actividades te va ayudar en tu proceso de comprensión lectora en el futuro? ¿Por qué?
54	S2	si bastante, por lo que he dicho antes de lo del orden, pues si usted tiene orden usted puede facilitar el texto y ya tiene bastante cosas a favor y menos en contra para poder resolverlo

55	S1	pues para mi si me va a ayudar puesto a que yo tengo muchas dificultades en inglés y con esta actividad que nos realizaron pues yo digo que subí un poco el nivel de lectura en ingles
56	R	¿Cuándo se les presente una actividad de lectura en ingles que van a hacer?
57	S2	pues lo más probable es que al principio yo empiece subrayando el título, el fenómeno, las características del texto etc. para guiarme, ya después ya le voy a coger el tiro eso
58	S1	yo también así subrayando y sacando ideas las más importantes y sacando conclusiones dela lectura
59	R	¿Creen que las actividades que se realizaron ayudo a responder las preguntas al final?
60	S1	si porque una de la principales cosas que nos enseñaron en estas actividades fueron las conclusiones y el tema en sí y entenderlo bien y ya solo era al final responder las preguntas porque ya teníamos unas bases
61	S2	si porque ya con todo lo subrayado y todo lo visto ya uno tenía bastantes bases bastantes argumentos para responder

Appendix 3.

Reading to Learn Cycle Design

READING LEARNING CYCLE	
TEXT #1: Making papers from woodchips	
SESSION 1 (1 hour)	PREPARING FOR READING
	<p>Goal: Make sure learners identify the structure and the features of an explanation text. Identify the phenomenon, the sequenced explanation and the concluding sentences.</p> <p>Task</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Students will watch a video about paper making process to help them become familiar with the field of the text. While students are watching the video they have to organize the sentences and the sequence of events given in a piece of paper. (Activity #1) https://www.youtube.com/watch?v=Gq7L9-0XdVw 2. Some images about the vocabulary from the text will be presented in a power point presentation. The teacher show the pictures and explain the meaning of each one. 3. Students will be given the text “Making paper from woodchips” jumbled and divided into parts. They will organize it following the sequence and structure. Then, the teacher will show the text organized in the correct order. 4. Students will have the opportunity to identify the text structure (using three different symbols) as follows: Stating the phenomenon:  Sequenced events:  Concluding paragraph:  Then, the language features of the text, its function, context and participants will be identified with the teacher’s help.
	DETAILED READING
	<p>Goal: Identify the language used in the explanation, its purpose and function within the text. Identifying conjunctions, nominal groups and grammar tenses used in the text.</p> <p>Task</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Learners identify and symbolize the conjunctions using two circles in the text . Discuss about their function. (The text will be shown on the board using a video beam). 2. After identifying the conjunction and its function, students will identify the grammatical patterns and nominal groups by completing a chart given. Appendix #2. 3. Students compare their charts with a partner. Then, discuss among the class.

	<p>4. Among the class the text will be read line by line, going through a detailed reading focusing on grammar tenses used in the text, the vocabulary and linking words presented. A word by word translation would not be provided, learners will have the opportunity to say the meaning of the words and then the teacher will confirm or correct. Close attention will be paid in the use of simple present tense, passive voice and the connective devices used. Also, the meaning and some words or lexical patterns from the text will be explained in detail. Students will be asked about the meaning of words or sentences, then the teacher will confirm or give the right answer.</p> <p>5. Then, students will read the text again and answer the questions given. They will be asked to compare their answers and decide by themselves which one is correct.</p>
TEXT #2: How is a kite flying?	
SESSION 2 (2 hours)	JOINT READING
	<p>Goal: Help students to identify the features and structure of an explanation text.</p> <p>Task</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. At this point students are familiarized with the structure of an explanation text with the previous task. However, the structure will be studied and review at the beginning of this session. A diagram of the structure of an explanation text will be displayed to make sure students are able to identify the generic structure of this type of texts. As follows giving an explanation using the example in the given in the picture. 2. The teacher will tell students they are going to watch a video about the last kite festival which took place at the school on February. Then, they will be asked to mention what they observed in the video. Apart from that they will talk about they experience flying a kite. In pairs, they will answer the following questions orally. <ul style="list-style-type: none"> ✓ How did you feel in the kite festival? ✓ Did you fly a kite? ✓ Did you create or buy the kite? ✓ How did you make it fly? 3. The vocabulary will be presented through some images and through a matching exercise. Both will be displayed on the board using video beam. 4. After that, students will be given the text “How is a kite flying”. Students will read the text and identify the participants circling them with colors, the linking words and conjunctions underlying them, the nominal groups underlying with different colors. 5. Students will go back to the text and pay close attention to the grammar structures used. Students will classify sentences from the text into simple present tense and passive voice to identify its function within the text. They will write the simple present sentences inside the square and the passive voice statement inside the triangle. Activity #3

	<ol style="list-style-type: none"> 6. A timeline in blank will be provided to learners so that they can fill in it with the information from the text. Activity #4. The teacher will share her own concept map. 7. The teacher and the students will read the whole text again and answer the questions given.
TEXT#3: THE PROCESS OF RAIN	
SESSION 3 (1 hour)	INDEPENDENT READING
	<p>GOAL: Learners read in pairs without teacher's contribution or help.</p> <p>TASK</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. In pairs students will be given a text called "The process of rain". 2. After reading students will answer some question. 3. By the time the activity is checked students will have the opportunity to compare their answers and recognize their mistakes among the class. 4. Students read the text again and answer the questions given.

Appendix 4.

Activities used

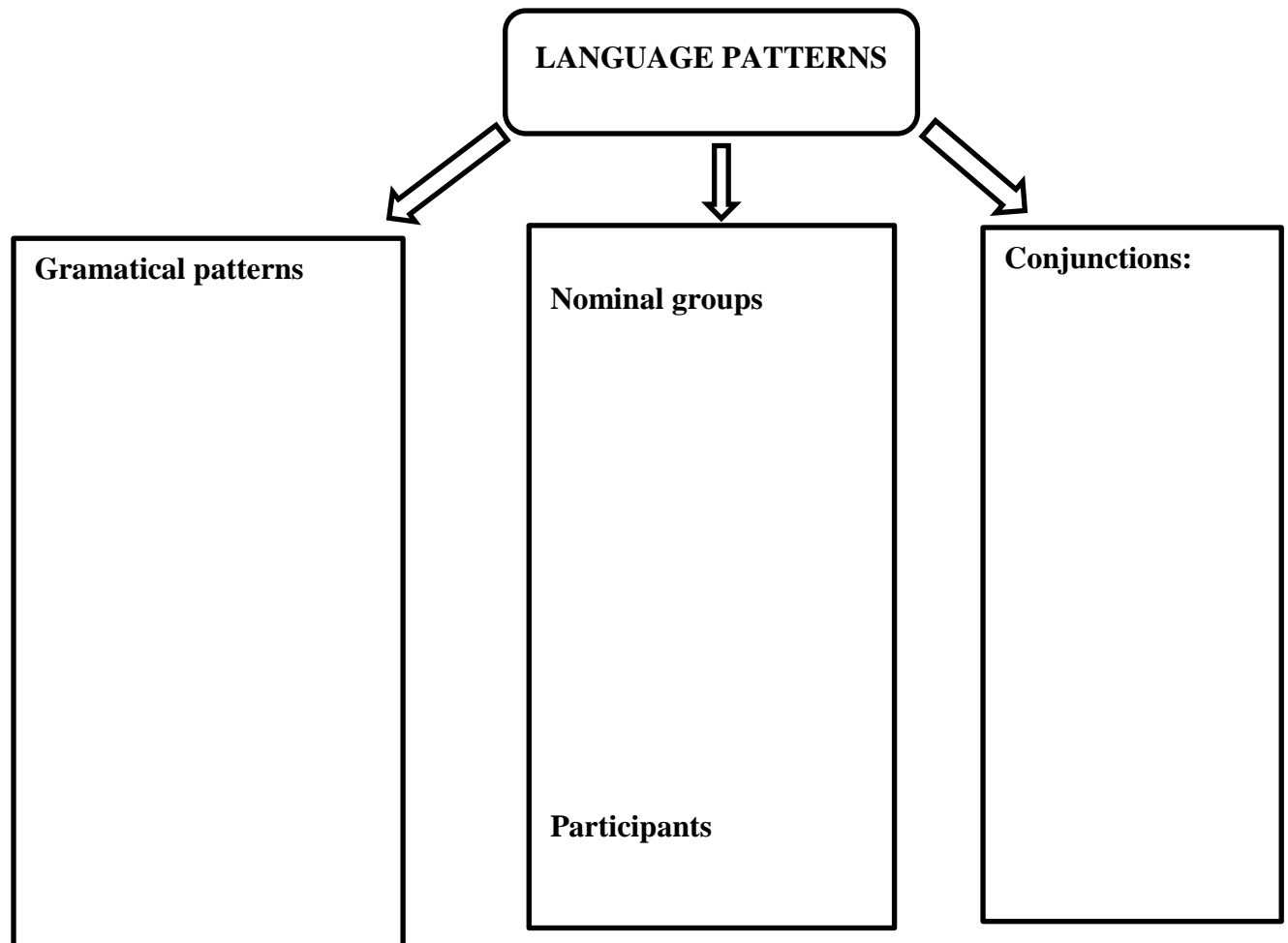
Activity #1

Directions: Watch the video and organize the sequence of events. From 1 to 10.

Introduce a wooden model into the pulp covering the model surface with the fibers of paper.	
Hang them to dry. Then, they collect the sheets according to type.	
Workers pour the cut rag in a tap that is filling with water	
They also add a little dye to adjust the color depending in the desire effect.	
They add colorful scraps of paper to the pulp as a decorate pattern.	
They press the paper with care to draw the water from the paper.	
Workers put the rag in a machine that cut it in small pieces	
They place the model face down on a wet felt. Then carefully lift it away. It is covered with another one felt.	
They brush the sheets leaving them ready	
They sometimes take pieces of paper and add it to the tap	

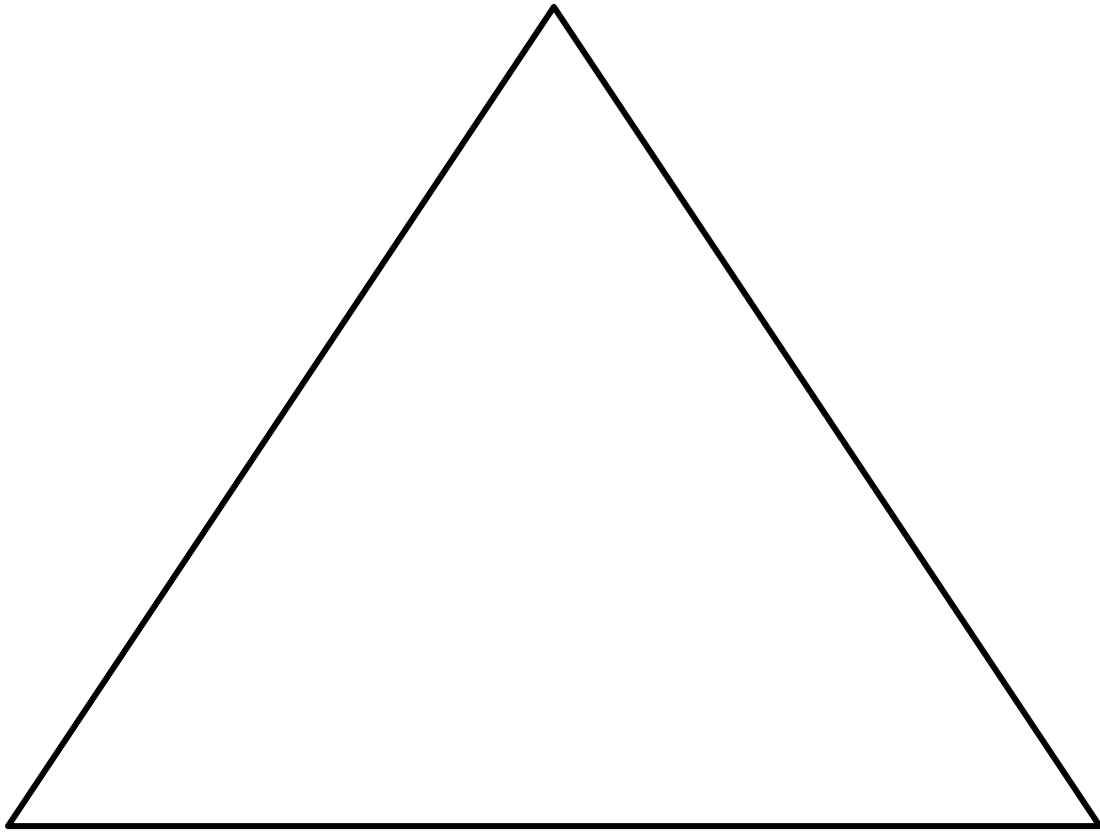
Activity #2

Directions: Identify the grammatical patterns and the language features from the text.



Activity #3

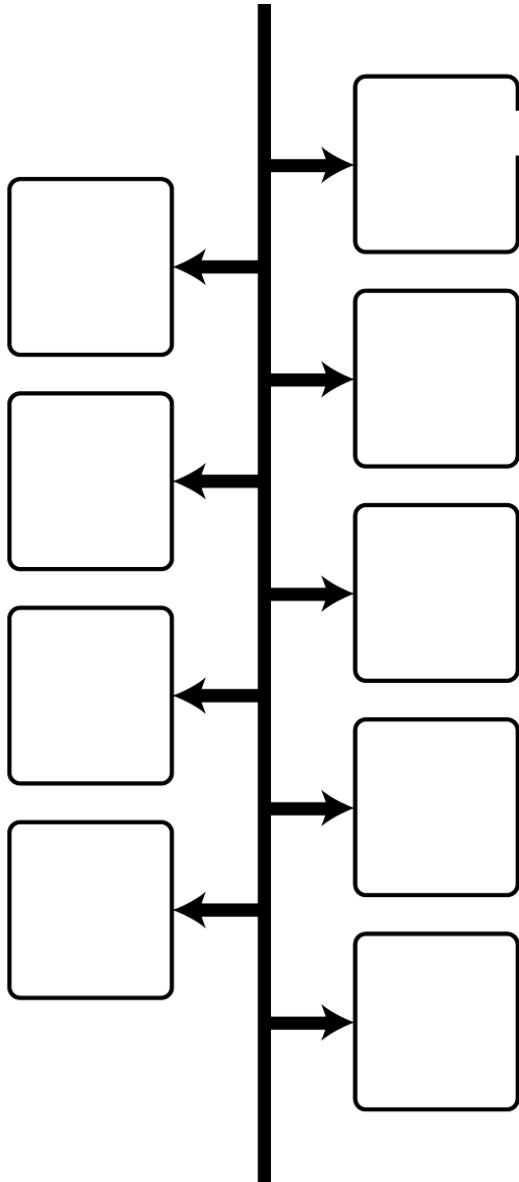
Directions: read again the text ‘How is a kite flying’ and identify the following grammar structures. Inside the square wrote the simple present tense and inside the triangle write the passive voice statements.



Activity #4

<https://es.pinterest.com/pin/364017582352668862/>

Title _____ Date _____ Name _____



Appendix 5.

Text used in the Diagnostic Reading task

Name _____
Date _____

• Reading Comprehension 8 Level 4

Directions: Read the passage. Then answer the questions below.

Where does chocolate come from? Believe it or not, it grows on trees. Not as a sweet chocolate candy bar wrapped in foil, but as a cocoa bean.

These cocoa beans grow on a cacao tree, which is found in tropical areas such as Central and South America. The fruit of these trees are called pods, and they are long and hard. Inside the pods is a soft, white pulp that surrounds the thirty or so seeds. These seeds are what we call cocoa beans. They are very hard and bitter to the taste.

To make chocolate, people start by carefully taking the beans out of the pods, still covered in the white pulp, and leaving them in a bucket. The bucket is often covered with banana leaves and left for anywhere from a few days to a few weeks. This process is called fermenting. Then the beans are left to dry in the sun. Fermenting and drying the beans makes them less bitter. Then the beans are shipped to a factory to be turned into chocolate.

At the factory, beans are roasted in ovens to bring out their flavor. After roasting, the outer covering of the bean is removed. The inner bean is then crushed to form a paste known as chocolate liquor.

From this paste, people can either make cocoa powder or the chocolate we buy in stores. To make cocoa powder, the paste is crushed and pressed repeatedly to remove the fat, leaving behind only a dry, ground powder. To make chocolate, people need to add other ingredients to the paste such as milk, sugar, and cocoa butter. They then mix and heat the **concoction** several times to create a substance we would recognize as chocolate. It may even have fruit, nuts, or candy added to it before it is molded into a shape.

Considering all that must happen to turn a bitter cocoa bean into a chocolate bar, a dollar seems like a small price to pay for such a delicious sweet treat.

Questions

- 1) To make chocolate, what is the first thing people must do to the cocoa beans?
 - A. leave them in a bucket
 - B. roast them in an oven
 - C. dry them in the sun
 - D. ship them to the factory
- 2) After reading this passage, what can the reader conclude about chocolate?
 - A. Chocolate is only made in Central and South America.
 - B. People could make their own chocolate at home.
 - C. There are many steps involved in making chocolate.
 - D. It is too expensive to make chocolate.

- 3) According to the passage, which of these items is needed to make the chocolate that is available in stores?
- A. fruit
 - B. nuts
 - C. candy
 - D. sugar
- 4) As used in paragraph 5, which of the following best describes a **concoction**?
- A. To make the smoothie, Daryl blended strawberries, bananas, yogurt, and juice.
 - B. When Jenna left the room, the pot of milk boiled for twenty minutes before boiling over.
 - C. A sprinkle of powdered sugar on top makes everything sweeter.
 - D. Elaine heated the lasagna, froze it, and then heated it again before serving it two weeks later.
- 5) Based on information in the passage, it can be understood that the chocolate sold in stores is different from cocoa beans because chocolate is
- A. sweet and cocoa beans are bitter
 - B. cheap and cocoa beans are expensive
 - C. a dry powder and cocoa beans are not
 - D. uncooked and cocoa beans are cooked

Appendix 6.

Text used in the Detailed Reading

TEXT #1

Making Paper from Woodchips

Woodchipping is a process used to obtain pulp and paper products from forest trees.

The woodchipping process begins when the trees are cut down in a selected area of the forest called a coupe. Next the tops and branches of the trees are cut out and then the logs are taken to the mill. At the mill the bark of the logs is removed and the logs are taken to a chipper which cuts them into small pieces called woodchips. The woodchips are then screened to remove dirt and other impurities. At this stage they are either exported in this form or changed into pulp by chemicals and heat. The pulp is then bleached and the water content is removed. Finally the pulp is rolled out to make paper. Considering the complexity of making paper, let's appreciate any paper on our hands. Use it more effectively.

Questions

1. In line 6, the word 'screened' is close in meaning to:
 - a) Clean
 - b) Taken
 - c) Divided
 - d) Changed

2. According to the reading there are special kind of trees selected for the wood chipping
 - a) True

- b) False
 - c) Doesn't say
 - d) None of the above
3. Before chipping the logs, they need to be...
- a) Bleached
 - b) Barked
 - c) Taken
 - d) Changed
4. Woodchips cannot be exported without previous exposure to chemicals and heat.
- a) True
 - b) False
 - c) Doesn't say
 - d) None of the above
5. From the text it can be inferred that
- a) Paper from woodchips can be made at home
 - b) People should start using more paper to promote its production
 - c) The process of making paper from woodchips is not that simple.
 - d) The result of the process of wood chipping is the paper ready to export.

Synoptic description of the text “Making paper from woodchips”

Language use dimensions	Typical realization of Making paper from woodchips
Genre (context of culture)	<p><u>Purpose:</u> To explain how to make paper from wood.</p> <p><u>Type:</u> Sequential Explanation</p> <p><u>Text organization:</u></p> <ul style="list-style-type: none"> • Stating and identification of the phenomenon to be explained. • Sequenced explanation; a series of steps. • Closure <p>Generic structure:</p> <ul style="list-style-type: none"> • Introduction and explanation of the concept ‘woodchipping’. • Explanation: steps to make paper with wood. • Closing paragraph: no closing paragraph.
Register (context of situation)	<p><u>Field:</u> how to make paper from wood (a social phenomenon)</p> <p><u>Tenor:</u> general audience.</p> <p><u>Mode:</u> written, formal</p>
Language patterns	<p>Non-human participants: wood, chipper, pulp, chips, mill.</p> <p>Time connectives: next, then, at this stage, finally.</p> <p>Casual connectives: When</p> <p>Material processes: use, cut down, take, remove, cut out, export, change, etc.</p> <p>Relational processes: is a process, is changed into pulp, etc.</p> <p>Present simple</p> <p>Passive voice</p>

Appendix 7.

Text used in the Joint Construction

TEXT #2

How is a Kite Flying?

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind. A kite uses winds to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite. The upper stream creates an area of low pressure above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air. Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

Questions:

1. According to the reading which of the following materials would be more appropriate to make a kite?
 - a) Paper
 - b) Wood
 - c) Cloth
 - d) Leather
2. What makes a kite fly according to the reading?
 - a) Two streams of air
 - b) Wind
 - c) The light materials the kite is made of
 - d) Pressures of the kite

3. What can we infer about the text?
 - a) A kite could never fly if it is made of fabric
 - b) Scientifics don't use kites nowadays to do experiments
 - c) Wind and air are not the same
 - d) None of the above
4. In line 2, another word that could replace "lift off" can be.
 - a) Float
 - b) Rise from
 - c) Climb
 - d) Stand
5. In line 4, the word "it" refers to:
 - a) The frame of the kite
 - b) Two streams of air
 - c) Surface of the kite
 - d) Wind
6. How is a kite flying?
 - a) It is given thanks to the practice
 - b) By graduating the high pressure area and the low pressure area together.
 - c) One stream of the air goes over the kite while the second stream goes under it, making it lift into the air.
 - d) Creating enough space between the low pressure and high pressure.
7. According to the text a synonym for the word stream is:
 - a) Rhythm
 - b) Branch
 - c) Push
 - d) Face
8. When the author says that "Kites are much used for leisure" he means that:
 - a) Kites are a method for getting stressed
 - b) Kites are usually a tool for entertainment
 - c) They are better than TV
 - d) It can be used by children

9. The main idea of the text is:

- a) Kites have been popular for thousands of years
- b) A kite is an object which is made from wool
- c) The combination of push and pull can make fly a kite
- d) People don't use kite much nowadays

10. It is not true that:

- a) Kites are used for military or scientific purposes
- b) Kites are very much used in these days
- c) Kites' material is heavy
- d) A kites uses wind to make it fly because it is heavier than air

Synoptic description of how is a kite flying?

Language use dimensions	Typical realization at how is a kite flying?
Genre (context of culture)	<p>Purpose: To explain how a kite flies</p> <p>Type: Sequential Explanation</p> <p>Text organization:</p> <ul style="list-style-type: none"> • Phenomenon identification • Sequenced explanation • Closure <p>Generic structure:</p> <ul style="list-style-type: none"> • Introduction and identification of the topic. • Explanation given about how kites fly. • Closing paragraph: importance and uses of kites.
Register (context of situation)	<p>Field: how kites fly (a social phenomenon)</p> <p>Tenor: general audience.</p> <p>Mode: written, formal</p>
Language patterns	<p>Participants: kites, wind, air.</p> <p>Time connectives: none</p> <p>Casual connectives: When, while</p> <p>Material processes: lift, go, use, fly etc.</p> <p>Relational processes: is, make of, etc.</p> <p>Grammar structures:</p> <p>Present simple</p> <p>Passive voice</p> <p>Future with will</p>

Appendix 8.

Text used in the Final Reading Task

TEXT #3

The Process of Rain

Water in the earth is kept in many places like the ocean, the river and the lake. But don't be wrong, the plants leaves and the land also kept water. Each day, this water will evaporate with help of the sun. The process where water evaporates from plants is called transpiration. Afterwards the vapor will experience the process of condensation where the vapor will condense and turn into a cloud. The form of the cloud always changes according to weather conditions. The clouds will move to different locations with the help of wind that blows vertically or horizontally. The movement of the vertical wind results in the cloud forming big 'lumps'. After that, the wind increases the size of the cloud and each cloud will overlap. Finally the cloud will reach the atmosphere that has a lower temperature. Here the particles of water and ice are formed. Eventually, the wind cannot support the weight of the cloud and so the cloud that is full with water will experience a process called precipitation or the process where rain or hail falls to earth.

Questions:

1. After the cloud formation the vapor needs to be
 - a) Evaporated
 - b) Condensed
 - c) Cleaned

2. According to the reading, the water vapor cools and condenses to become droplets, which form clouds.
 - a) True
 - b) False
 - c) Doesn't say
3. According to the reading
 - a) The formation of particles of water and ice is experienced when the clouds are full of water.
 - b) If enough water condenses, the drops become heavy enough to fall to the ground as rain and snow.
4. The word 'overlap' in line 8, can be replace by
 - a) Divide into
 - b) Open up
 - c) Extend over
5. The move of the vertical wind results in the cloud forming big:
 - a) Cubes
 - b) Lumps
 - c) Shapes
 - d) Rains
6. Where are the particles of water and ice formed?
 - a) In the sky
 - b) In the ocean
 - c) In the atmosphere

- d) By the plants
7. It is **NOT** true that:
- a) The wind cannot support the weight of the cloud
 - b) The water will evaporate with help of the clouds
 - c) The process where water evaporates from plants is called transpiration
 - d) Precipitation is the process where hail comes to earth

Synoptic description of Process of rain

Language use dimensions	Typical realization at Process of Rain
Genre (context of culture)	<p><u>Purpose:</u> To explain how rain occurs</p> <p><u>Type:</u> Sequential Explanation</p> <p><u>Text organization:</u></p> <ul style="list-style-type: none"> • General statement stating the phenomenon. • A sequenced explanation or a series of steps how rain occurs. • Closure <p><u>Generic structure:</u></p> <ul style="list-style-type: none"> • Introduction and identification of the topic. • Explanation of raining process. • Closing paragraph.
Register (context of situation)	<p><u>Field:</u> Raining (a natural phenomenon)</p> <p><u>Tenor:</u> general audience.</p> <p><u>Mode:</u> written, formal</p>
Language patterns	<p>Non-human participants: rain, drops, cloud, atmosphere.</p> <p><u>Temporal conjunctions:</u> afterwards, after that, eventually, finally...</p> <p><u>Material processes:</u> evaporate, condense, change, fall etc.</p> <p><u>Relational processes:</u> is, is formed, is called, has a lower temperature, etc.</p> <p><u>Present simple</u></p> <p><u>Passive voice</u></p> <p><u>Future with will</u></p>

Appendix N°9

Evidences of the Reading Tasks applied

Activity #1

Appendix #1

Edwar bervel - Santiago Quintero

10B

Directions: Watch the video and organize the sequence of events. From 1 to 10.

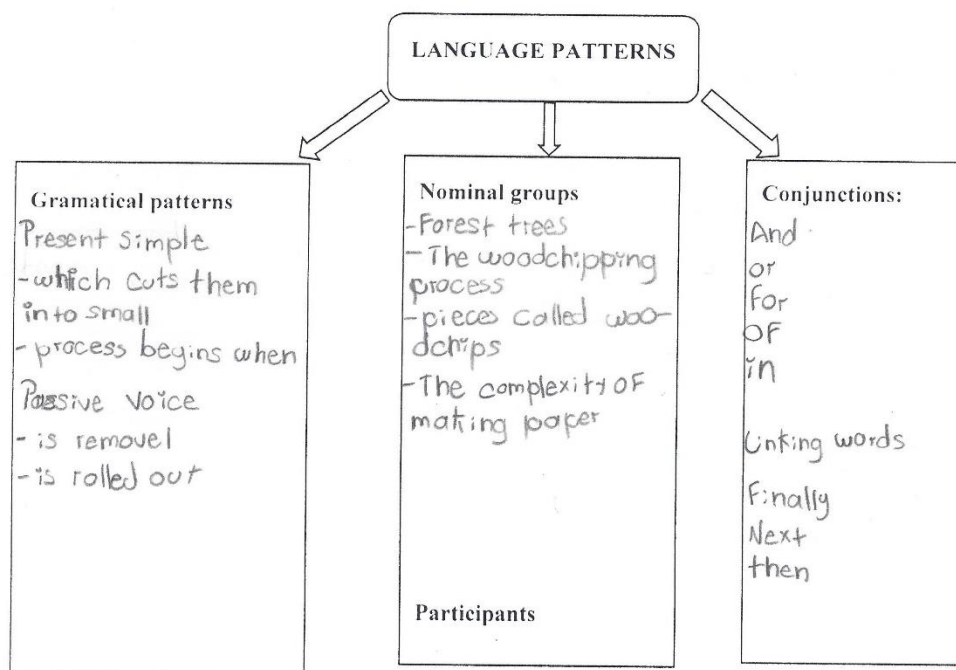
Introduce a wooden model into the pulp covering the model surface with the fibers of paper.	6
Hang them to dry. Then, they collect the sheets according to type.	10
Workers pour the cut rag in a tap that is filling with water	2
They also add a little dye to adjust the color depending in the desire effect.	4
They add colorful scraps of paper to the pulp as a decorate pattern.	5
They press the paper with care to draw the water from the paper.	8
Workers put the rag in a machine that cut it in small pieces	1
They place the model face down on a wet felt. Then carefully lift it away. It is covered with another one felt.	7
They brush the sheets leaving them ready	9
They sometimes take pieces of paper and add it to the tap	3

Activity #2

Edward verbeel
Santiago Quintana

Appendix #2

Directions: Identify the grammatical patterns and the language features from the text.



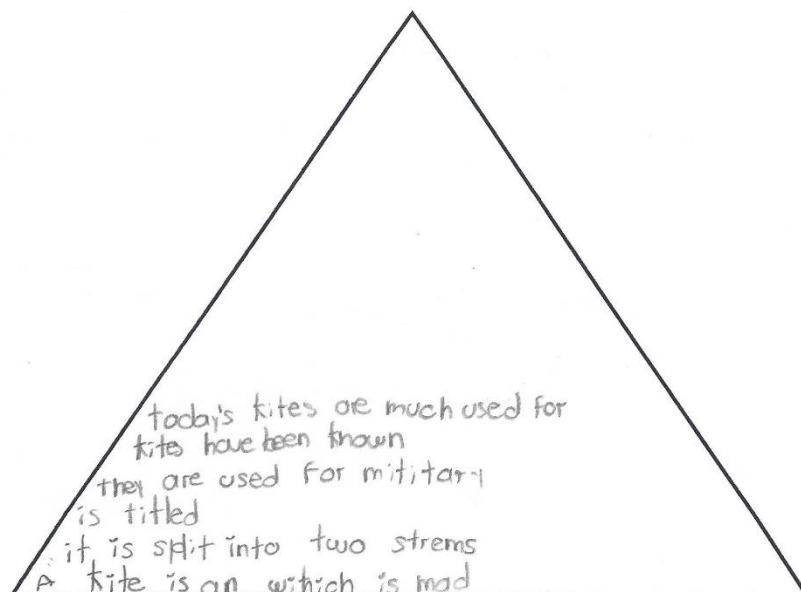
Activity #3

Edwar Verbet - Santiago Quinten

Appendix #3

100

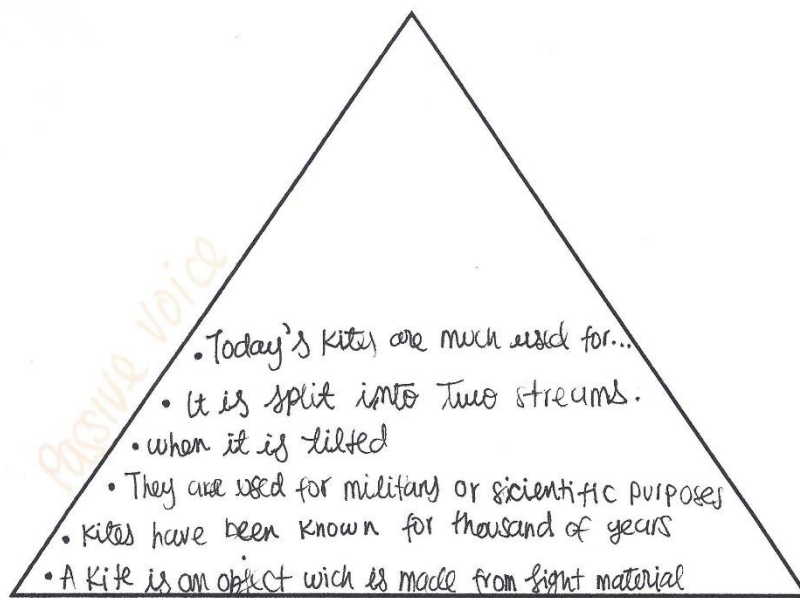
Directions: read again the text 'How is a kite flying' and identify the following grammar structures. Inside the square wrote the simple present tense and inside the triangle write the passive voice statements.



when wind travels over the surface
 one stream of the air goes
 the second stream goes
 the upper stream creates
 the lower stream has
 the high pressure area has a pushing effect

Appendix #3

Directions: read again the text 'How is a kite flying' and identify the following grammar structures. Inside the square wrote the simple present tense and inside the triangle write the passive voice statements.



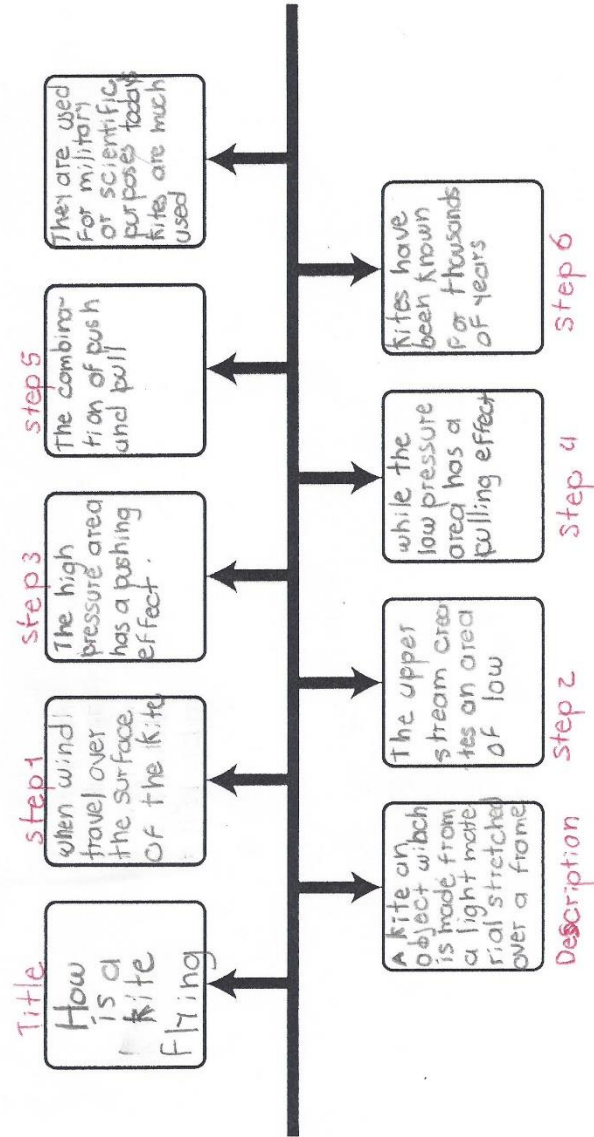
Simple Present

-
- When wind travels over the surface
 - One stream of air goes over the kite
 - A kite uses wind
 - The upper stream creates an area of low pressure
 - The second stream goes under the kite.

Isabella Lopez
Gabriel Molina

Activity #4

Title How is kite flying Date _____ Name Santiago Guerrero - EDUAR VELAZ



Diagnostic Reading Task

Santiago Quintero
Name Edwar Boryel
Date 14-04-16

• Reading Comprehension 8 Level 4

2/5

Directions: Read the passage. Then answer the questions below.

Where does chocolate come from? Believe it or not, it grows on trees. Not as a sweet chocolate candy bar wrapped in foil, but as a cocoa bean.

These cocoa beans grow on a cacao tree, which is found in tropical areas such as Central and South America. The fruit of these trees are called pods, and they are long and hard. Inside the pods is a soft, white pulp that surrounds the thirty or so seeds. These seeds are what we call cocoa beans. They are very hard and bitter to the taste.

To make chocolate, people start by carefully taking the beans out of the pods, still covered in the white pulp, and leaving them in a bucket. The bucket is often covered with banana leaves and left for anywhere from a few days to a few weeks. This process is called fermenting. Then the beans are left to dry in the sun. Fermenting and drying the beans makes them less bitter. Then the beans are shipped to a factory to be turned into chocolate.

At the factory, beans are roasted in ovens to bring out their flavor. After roasting, the outer covering of the bean is removed. The inner bean is then crushed to form a paste known as chocolate liquor.

From this paste, people can either make cocoa powder or the chocolate we buy in stores. To make cocoa powder, the paste is crushed and pressed repeatedly to remove the fat, leaving behind only a dry, ground powder. To make chocolate, people need to add other ingredients to the paste such as milk, sugar, and cocoa butter. They then mix and heat the concoction several times to create a substance we would recognize as chocolate. It may even have fruit, nuts, or candy added to it before it is molded into a shape.

Considering all that must happen to turn a bitter cocoa bean into a chocolate bar, a dollar seems like a small price to pay for such a delicious sweet treat.

Questions

1) To make chocolate, what is the first thing people must do to the cocoa beans?

- ☒ A. leave them in a bucket
☐ B. roast them in an oven
☒ C. dry them in the sun
☐ D. ship them to the factory

2) After reading this passage, what can the reader conclude about chocolate?

- ☒ A. Chocolate is only made in Central and South America.
☐ B. People could make their own chocolate at home.
☒ C. There are many steps involved in making chocolate.
☐ D. It is too expensive to make chocolate.

3) According to the passage, which of these items is needed to make the chocolate that is available in stores?

- ☒ A fruit
- ☐ B nuts
- ☐ C candy
- ☐ D sugar

4) As used in paragraph 5, which of the following best describes a concoction?

- ☒ A To make the smoothie, Daryl blended strawberries, bananas, yogurt, and juice.
- ☐ B When Jenna left the room, the pot of milk boiled for twenty minutes before boiling over.
- ☐ C A sprinkle of powdered sugar on top makes everything sweeter.
- ☐ D Elaine heated the lasagna, froze it, and then heated it again before serving it two weeks later.

5) Based on information in the passage, it can be understood that the chocolate sold in stores is different from cocoa beans because chocolate is

- ☒ A sweet and cocoa beans are bitter
- ☐ B cheap and cocoa beans are expensive
- ☐ C a dry powder and cocoa beans are not
- ☐ D uncooked and cocoa beans are cooked

Text #1

Edwin Joe Verbel - Santiago Quintana 10B

TEXT #1

Making Paper from Woodchips

Woodchipping is a process used to obtain pulp and paper products from forest trees. The woodchipping process begins when the trees are cut down in a selected area of the forest called a coupe. Next the tops and branches of the trees are cut out and then the logs are taken to the mill. At the mill the bark of the logs is removed and the logs are taken to a chipper which cuts them into small pieces called woodchips. The woodchips are then screened to remove dirt and other impurities. At this stage they are either exported in this form or changed into pulp by chemicals and heat. The pulp is then bleached and the water content is removed. Finally the pulp is rolled out to make paper. Considering the complexity of making paper, let's appreciate any paper on our hands. Use it more effectively.

Questions

- In line 6, the word 'screened' is close in meaning to:
 - Clean
 - Taken
 - ☒ Divided
 - Changed
- According to the reading there are special kind of trees selected for the wood chipping
 - ☒ True
 - False
 - Doesn't say
 - None of the above
- Before chipping the logs, they needs to be...
 - Bleached
 - Barked
 - Taken
 - ☒ Changed
- Woodchips cannot be exported without previous exposure to chemicals and heat.
 - True
 - ☒ False
 - Doesn't say
 - None of the above
- From the text it can be inferred that
 - Paper from woodchips can be made at home
 - People should start using more paper to promote its production
 - ☒ The process of making paper from woodchips is not that simple.
 - The result of the process of wood chipping is the paper ready to export.

4/5

Text #2

Hernan David Fuentes

8/10

TEXT #2

Jose Maria Moreno

How is a Kite Flying?

Description

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind. A kite uses winds to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite. The upper stream creates an area of low pressure above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure. The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air. Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

Phenomenon
Steps

Conclusion

Questions:

1. According to the reading which of the following materials would be more appropriate to make a kite?

✓ ☒ a) Paper
☐ b) Wood
☐ c) Cloth
☐ d) Leather

2. What makes a kite fly according to the reading?

X ☒ a) Two streams of air
☐ b) Wind
☐ c) The light materials the kite is made of
☐ d) Pressures of the kite

3. What can we infer about the text?

☐ a) A kite could never fly if it is made of fabric
☐ b) Scientists don't use kites nowadays to do experiments
✓ ☒ c) Wind and air are not the same
☒ d) None of the above

4. In line 2, another word that could replace "lift off" can be.

✓ ☒ a) Float
☒ b) Rise from
☐ c) Climb
☐ d) Stand

- ✓ 5. In line 4, the word "it" refers to:

- a) The frame of the kite
b) Two streams of air
c) Surface of the kite
☒ d) Wind
6. How is a kite flying?
a) It is given thanks to the practice
b) By graduating the high pressure area and the low pressure area together.
☒ c) One stream of the air goes over the kite while the second stream goes under it, making it lift into the air.
d) Creating enough space between the low pressure and high pressure.
7. According to the text a synonym for the word stream is:
☒ a) Rhythm
b) Branch
☒ c) Push
d) Face
8. When the author says that "Kites are much used for leisure" he means that:
a) Kites are a method for getting stressed
☒ b) Kites are usually a tool for entertainment
c) They are better than TV
d) It can be used by children
9. The main idea of the text is:
a) Kites have been popular for thousands of years
b) A kite is an object which is made from wool
☒ c) The combination of push and pull can make fly a kite
d) People don't use kite much nowadays
10. It is not true that:
a) Kites are used for military or scientific purposes
b) Kites are very much used in these days
☒ c) Kites' material is heavy
d) A kite uses wind to make it fly because it is heavier than air

Alejandro Álvarez Ramos, Mariana Caballero Lagares

8/10

TEXT #2

How is a Kite Flying?

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind. A kite uses winds to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite. The upper stream creates an area of low pressure above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure. The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air. Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

Questions:

1. According to the reading which of the following materials would be more appropriate to make a kite?

☒ a) Paper
☐ b) Wood
☐ c) Cloth
☐ d) Leather

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☒ a) Two streams of air
☒ b) Wind
☐ c) The light materials the kite is made of
☐ d) Pressures of the kite

3. What can we infer about the text?

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☐ c) Climb
☐ d) Stand

5. In line 4, the word "it" refers to:

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6. How is a kite flying?
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☒ c) One stream of the air goes over the kite while the second stream goes under it, making it lift into the air.
☒ d) Creating enough space between the low pressure and high pressure.
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☒ c) Push
☒ d) Face
8. When the author says that "Kites are much used for leisure" he means that:
- ☒ a) Kites are a method for getting stressed
☒ b) Kites are usually a tool for entertainment
☒ c) They are better than TV
☒ d) It can be used by children
9. The main idea of the text is:
- ☒ a) Kites have been popular for thousands of years
☒ b) A kite is an object which is made from wool
☒ c) The combination of push and pull can make fly a kite
☒ d) People don't use kite much nowadays
10. It is not true that:
- ☒ a) Kites are used for military or scientific purposes
☒ b) Kites are very much used in these days
☒ c) Kites' material is heavy
☒ d) A kite uses wind to make it fly because it is heavier than air

Edwar Verbel - Santiago Quinter

x/10

108

TEXT #2

How is a Kite Flying?

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind. A kite uses winds to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite. The upper stream creates an area of low pressure above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure. The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air. Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

Questions:

1. According to the reading which of the following materials would be more appropriate to make a kite?

✓ a) Paper
b) Wood
c) Cloth
d) Leather

2. What makes a kite fly according to the reading?

✓ a) Two streams of air
✓ b) Wind
c) The light materials the kite is made of
d) Pressures of the kite

3. What can we infer about the text?

a) A kite could never fly if it is made of fabric
b) Scientifics don't use kites nowadays to do experiments
c) Wind and air are not the same
✓ d) None of the above

4. In line 2, another word that could replace "lift off" can be.

a) Float
✓ b) Rise from
c) Climb
d) Stand

- x 5. In line 4, the word "it" refers to:

- a) The frame of the kite
☒ b) Two streams of air
 c) Surface of the kite
 d) Wind
6. How is a kite flying?
 a) It is given thanks to the practice
☒ b) By graduating the high pressure area and the low pressure area together.
☒ c) One stream of the air goes over the kite while the second stream goes under it, making it lift into the air.
 d) Creating enough space between the low pressure and high pressure.
7. According to the text a synonym for the word stream is:
☒ a) Rhythm
☒ b) Branch
☒ c) Push
 d) Face
8. When the author says that "Kites are much used for leisure" he means that:
- a) Kites are a method for getting stressed
☒ b) Kites are usually a tool for entertainment
 c) They are better than TV
 d) It can be used by children
9. The main idea of the text is:
 a) Kites have been popular for thousands of years
☒ b) A kite is an object which is made from wool
☒ c) The combination of push and pull can make fly a kite
 d) People don't use kite much nowadays
10. It is not true that:
 a) Kites are used for military or scientific purposes
☒ b) Kites are very much used in these days
☒ c) Kites' material is heavy
 d) A kite uses wind to make it fly because it is heavier than air

Text #3

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TEXT #3

The Process of Rain

Water in the earth is kept in many places like the ocean, the river and the lake. But don't be wrong, the plants leaves and the land also kept water. Each day, this water will evaporate with help of the sun. The process where water evaporates from plants is called transpiration. Afterwards the vapor will experience the process of condensation where the vapor will condense and turn into a cloud. The form of the cloud always changes according to weather conditions. The clouds will move to different locations with the help of wind that blows vertically or horizontally. The movement of the vertical wind results in the cloud forming big 'lumps'. After that, the wind increases the size of the cloud and each cloud will overlap. Finally the cloud will reach the atmosphere that has a lower temperature. Here the particles of water and ice are formed. Eventually, the wind can not support the weight of the cloud and so the cloud that is full with water will experience a process called precipitation or the process where rain or hail falls to earth.

Questions:

1. After the cloud formation the vapor needs to be
 - ☒ a) Evaporated
 - ☒ b) Condensed
 - ☐ c) Cleaned
2. According to the reading, the water vapor cools and condenses to become droplets, which form clouds.
 - ☒ a) True
 - ☐ b) False
 - ☐ c) Doesn't say
3. According to the reading
 - a) The formation of particles of water and ice is experienced when the clouds are full of water.
 - ☒ b) If enough water condenses, the drops become heavy enough to fall to the ground as rain and snow.
 - c) The rain is the result of vertical wind.
4. The word 'overlap' in line 8, can be replace by
 - ☒ a) Divide into
 - ☐ b) Open up
 - ☒ c) Extend over
5. The move of the vertical wind results in the cloud forming big:
 - ☒ a) Cubes
 - ☒ b) Lumps
 - ☐ c) Shapes
 - ☐ d) Rains
6. Where are the particles of water and ice formed?
 - ☐ a) In the sky
 - ☐ b) In the ocean
 - ☒ c) In the atmosphere
 - ☐ d) By the plants
7. It is **NOT** true that:
 - ☒ a) The wind cannot support the weight of the cloud
 - ☒ b) The water will evaporate with help of the clouds
 - ☐ c) The process where water evaporates from plants is called transpiration
 - ☐ d) Precipitation is the process where hail comes to earth